

Years 5 & 6 (Cycle A) - Term 1		
Mathematics	English	Khmer
<p><b>Place value within 1,000,000</b></p> <ul style="list-style-type: none"> <li>• Roman numerals</li> <li>• Numbers to 10,000</li> <li>• Numbers to 100,000</li> <li>• Numbers to 1,000,000</li> <li>• Read and write 5- and 6-digit numbers</li> <li>• Powers of 10</li> <li>• 10/100/1,000/ 10,000/100,000 more or less</li> <li>• Partition numbers to 1,000,000</li> <li>• Number line to 1,000,000</li> <li>• Compare and order numbers to 100,000 and 1,000,000</li> <li>• Round numbers to the nearest 10, 100 and 1,000 , 10,000 and 100,000</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• Mental strategies (+ &amp; -)</li> <li>• Add/Subtract whole numbers with more than 4 digits (1)</li> <li>• Round to check answers</li> <li>• Inverse operations (+ &amp; -)</li> </ul>	<p><b>Unit 1: Biographies</b></p> <ul style="list-style-type: none"> <li>• Students will explore how real-life stories can be portrayed as fiction</li> <li>• Students will consider pros and cons by writing letters of advice</li> <li>• Students will write first-person accounts in journal and diary entries</li> <li>• Students will write a biography of a famous person life, researching to fill in gaps in knowledge</li> </ul> <p><b>Unit 2: Perspectives and Dialogue</b></p> <ul style="list-style-type: none"> <li>• Students will explore nuances in language and themes of hostility and prejudice</li> <li>• Student will infer different characters' perspectives and write them advice using subjunctive mood and perfect tense</li> <li>• Students will analyze texts with differing points of view</li> </ul>	<p><b>Introducing yourself</b></p> <ul style="list-style-type: none"> <li>• Describing personal information</li> <li>• Vocabulary</li> <li>• Describing character from the story</li> </ul> <p><b>Rhyming words</b></p> <ul style="list-style-type: none"> <li>• Recognising rhyming words from poem</li> <li>• Writing rhyming words</li> <li>• Poems and comprehension questions</li> </ul> <p><b>Being Compassionate</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Identifying characters from the story</li> <li>• Opposite words</li> </ul> <p><b>Story Champs</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Vocabulary</li> <li>• Speaking</li> </ul> <p><b>Songs for kids/ National anthem</b></p> <p><b>Vocabulary Games (Kaboom, Bingo)</b></p>

<ul style="list-style-type: none"> <li>• Multi-step addition and subtraction problems</li> <li>• Solve missing number problems</li> <li>• Solve comparison problems</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>• Multiples /Common multiples</li> <li>• Factors /Common factors</li> <li>• Prime numbers</li> <li>• Square numbers</li> <li>• Cube numbers</li> <li>• Multiply/Divide by 10, 100 and 1,000</li> <li>• Multiples of 10, 100 and 1,000</li> </ul> <p style="text-align: center;"><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Equivalent fractions</li> <li>• Improper fractions to mixed numbers and vice versa</li> <li>• Compare and order fractions less than 1 and greater than 1</li> <li>• Add and subtract fractions</li> <li>• Add to a mixed number</li> <li>• Add two mixed numbers</li> <li>• Subtract fractions within 1</li> <li>• Subtract from a mixed number</li> <li>• Subtract two mixed numbers</li> <li>• Solve fraction problems</li> <li>• Solve multi-step fraction problems</li> </ul>	<ul style="list-style-type: none"> <li>• Students will write narrative sequel, focusing on using dialogue to advance the character and action</li> </ul> <p><b>Unit 3: Analytical Essay</b></p> <ul style="list-style-type: none"> <li>• Students will refer to non-fiction information found within works of fiction</li> <li>• Students will participate in classroom debates and write newspaper reports and an analytical essay</li> <li>• Students will draw conclusions about historical figures' feelings, thoughts and motives from their actions, and justify these inferences with evidence</li> </ul> <p><b>Unit 4: Playscript</b></p> <ul style="list-style-type: none"> <li>• Students will familiarise themselves with a playscript version of <i>The Tempest</i>, along with a variety of different retellings of the story</li> <li>• Students will explore the themes, characters, and ideas of the play</li> <li>• Students will engage in writing such as character descriptions and</li> </ul>	<p><b>Cultural awareness</b> (Pchum Ben/ Water Festival)</p> <p><b>Digital learning</b>  <a href="https://www.sangapac.com/">https://www.sangapac.com/</a></p>
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	<p>comparisons, scene/setting descriptions and diary entries</p> <ul style="list-style-type: none"> <li>Students will explore the conventions of playwriting, including dialogue and stage directions</li> </ul>	
<b>Mandarin</b>	<b>Art</b>	<b>Music</b>
<p><b><u>Talking about myself</u></b></p> <ul style="list-style-type: none"> <li>Myself, my family and my pets</li> <li>Weekends</li> </ul> <p><b><u>Daily routine</u></b></p> <ul style="list-style-type: none"> <li>Morning routine</li> <li>School routine</li> </ul> <p><b><u>Story</u></b></p> <ul style="list-style-type: none"> <li>Chang E Ben Yue (The Legend of the Ten Suns)</li> </ul> <p><b>Key vocabulary:</b>  父母, 宠物, 小猫, 小狗, 早上, 早饭, 起床, 上学。</p>	<p><b>Borders:</b></p> <ul style="list-style-type: none"> <li>Looking at a range of artists that incorporate borders within their work. What is a border? How do we define a border in art terms? How do artists use them in their work?</li> <li>Piet Mondrian, Anselm Kiefer, Jacon Lawrence.</li> <li>Mixed media exploration. Linking to Geographical, Historical and Political Borders.</li> <li>Linking to artists that explore this theme.</li> <li>Abstraction of colour, using multi-media to build layers and depth, connecting words, meaning to their work.</li> <li>Displaying work in our sketchbook. How to do this accurately and creatively. Developing our own thoughts</li> </ul>	<p><b>Unit 1: A Soup Opera</b></p> <ul style="list-style-type: none"> <li>The class learns to prepare and perform in a children’s opera.</li> <li>They learn about famous choruses and arias from operas.</li> </ul> <p><b>Unit 2: All About the Keyboard 1</b></p> <ul style="list-style-type: none"> <li>Students learn initial piano fingering, basic techniques and how to play recognisable melodies.</li> </ul> <p><b>Unit 3: Theory: Staves, Clefs and Notes</b></p> <ul style="list-style-type: none"> <li>Treble and bass clef, the different notes and the lines and spaces of the musical stave.</li> </ul> <p><b>Unit 4: Rhythm 1</b></p> <ul style="list-style-type: none"> <li>Use notes of different duration to create rhythms.</li> <li>Listen to and notate rhythms by ear.</li> </ul>

	through annotation and use of key terminology.	
<b>Science</b>	<b>History</b>	<b>Geography</b>
<p><b>Life cycle of flowering and non-flowering plants (Biology)</b></p> <ul style="list-style-type: none"> <li>• Know that plants need energy from light for growth</li> <li>• Know that plants reproduce</li> <li>• Observe how seeds can be dispersed in a variety of ways</li> <li>• Investigate how seeds need water and warmth for germination, but not light</li> <li>• Know that insects pollinate some flowers</li> <li>• Observe that plants produce flowers which have male and female organs; seeds are formed when pollen from the male organ fertilizes the ovum.</li> <li>• Recognise that flowering plants have a life cycle including pollination, fertilisation, seed production, seed dispersal and germination.</li> </ul> <p><b>Science skills:</b></p> <ul style="list-style-type: none"> <li>• How to draw a line graph</li> </ul>	<p style="text-align: center;"><b>The Kingdom of Benin</b></p> <p><b>Substantive Concepts:</b> City, civilisation, conquest, culture: art, discrimination: racism, empire, enslavement, golden age, kingdom, ruler: oba/king, trade.</p> <p><b>Key Vocabulary:</b> Animists, brass, Edo, Oba, Ogiso, ohen, Yoruba.</p> <p style="text-align: center;"><b>Early Islamic Civilisation</b></p> <p><b>Substantive Concepts:</b> City, civilisation, culture, empire, golden age, government: caliphate, knowledge, religion, ruler: caliph, trade.</p> <p><b>Key Vocabulary:</b> Caliph, calligraphy, dynasty, geometric, Islam, scholar, Silk Road, vegetal.</p>	<p style="text-align: center;"><b>Introduction to Physical and Human Geography</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</li> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;</li> </ul> <p style="text-align: center;"><b>Our Local Area</b></p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of physical geography of a region of Cambodia with another world region.</li> <li>• understand geographical similarities and differences through the study of human geography of a region of Cambodia and another world region.</li> </ul>

<ul style="list-style-type: none"> <li>• How does the graph present the results</li> </ul> <p><b>Sound: (Physics)</b></p> <ul style="list-style-type: none"> <li>• Investigate how sounds are made by vibrating sources</li> <li>• Describe sounds in terms of high or low pitch and loud or quiet volume</li> <li>• Investigate how to change the volume of sounds</li> <li>• Investigate how to change the pitch of sounds</li> </ul>		
<b>PE</b>	<b>PSHE</b>	
<ul style="list-style-type: none"> <li>• Utilise running, jumping, throwing, and catching both individually and in combination.</li> <li>• Engage in competitive games, modifying them as needed (e.g., badminton, basketball, cricket, football, hockey, netball, rounders, and tennis), and apply fundamental strategies for both attacking and defending.</li> <li>• Enhance flexibility, strength, technique, control, and balance through activities like athletics and gymnastics.</li> <li>• Execute dances and swimming routines incorporating a variety of movement patterns.</li> <li>• Participate in outdoor and adventurous activities, both individually and as part of a team.</li> </ul>	<p><b>Unit 1: Healthy Lifestyles (Physical wellbeing)</b></p> <ul style="list-style-type: none"> <li>• Students will learn how to make informed decisions about health</li> <li>• Students will learn about what constitutes a healthy diet</li> <li>• Students will learn how regular exercise benefits mental and physical health</li> <li>• Students will learn how bacteria and viruses can affect health and how hygiene routines can limit the spread of infection</li> <li>• Students will learn how to maintain good oral hygiene</li> </ul> <p style="text-align: center;"><b>Unit 2: Mental Health</b></p>	

<ul style="list-style-type: none"><li>• Evaluate their performance against previous attempts and show progress towards achieving personal bests.</li></ul>	<ul style="list-style-type: none"><li>• Students will learn that mental health, just like physical health, is part of daily life</li><li>• Students will learn about strategies and behaviours that support mental health</li><li>• Students will learn to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</li><li>• Students will learn problem-solving strategies for dealing with emotions, challenges and change</li></ul> <p><b>Unit 3: Ourselves, growing and changing</b></p> <ul style="list-style-type: none"><li>• Students will learn about identity</li><li>• Students will learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</li><li>• Students will learn about the physical and emotional changes that happen when approaching and during puberty</li><li>• Students will learn about the process of reproduction and birth as part of the human cycle</li></ul>	
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	<ul style="list-style-type: none"><li>• Students will learn strategies to manage transitions between classes and key stages</li></ul>	
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