



## Sharing and Sikhism

Year 5 | Summer 2

CURRICULUM SPOTLIGHT: PRE | HISTORY | ARTS

### ENQUIRY

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How important is sharing?

### OUTCOMES

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- Playscript around the theme of sharing

### VOCABULARY

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altruism, charitable, collaboration, compassion, community, cooperation, Dasvandh, equality, generosity, guru, gurdwara, langar, seva, sewa, sikh

### KEY TEXTS

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- Guru Nanak: The Founder of Sikhism by Rina Singh
- The Sikh Gurus: Lives and Teachings by Harish Dhillon
- The Essence of Sikhism by Harbans Singh

### BACKGROUND KNOWLEDGE

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- The Sikhs by Patwant Singh
- The Teachings of the Sikh Gurus by Harbans Singh
- The Sikhs: Their Religious Beliefs and Practices by W.H. McLeod
- The Sikhs Today: Ideas and Opinions by Mark Juergensmeyer

### RESOURCES

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Clips and photos of significant Sikh stories about the teaching of sharing

CORE CURRICULUM LEARNING OUTCOMES

English	Mathematics	Physical Education	Art
<p>Spelling: Phonemes: s, t, sh, s, sh</p> <ul style="list-style-type: none"> <li>▪ Use commas to clarify meaning or avoid ambiguity in writing</li> <li>▪ Narrative/Report</li> </ul>	<ul style="list-style-type: none"> <li>▪ Decimals               <ul style="list-style-type: none"> <li>○ Calculating with thousandths</li> <li>○ Multiplying and dividing decimals</li> </ul> </li> <li>▪ Geometry               <ul style="list-style-type: none"> <li>○ Position on quadrants</li> <li>○ Translations</li> <li>○ Reflections</li> </ul> </li> <li>▪ Perimeter and Area               <ul style="list-style-type: none"> <li>○ Perimeter of polygons</li> <li>○ Area of compound shapes</li> </ul> </li> </ul>	<p>Personal</p> <ul style="list-style-type: none"> <li>▪ Coordination-sending and receiving</li> <li>▪ Agility- ball chasing</li> <li>▪ Athletics</li> <li>▪ Rounders</li> </ul>	<p>Drawing</p> <ul style="list-style-type: none"> <li>▪ Work from a variety of sources including observation and photographs to develop own work</li> <li>▪ Use different techniques for purpose eg. different styles of shading</li> </ul> <p>3D</p> <ul style="list-style-type: none"> <li>▪ Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish)</li> <li>▪ Understand that a range of media can be selected (due to their properties) for different purposes</li> <li>▪ Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors</li> </ul>
PSHCE	History	Spanish	
<ul style="list-style-type: none"> <li>▪ Online Relationships</li> <li>▪ Trust</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sikh history</li> </ul>	<p>Olympics</p> <ul style="list-style-type: none"> <li>▪ Grammar: Adjectival agreement with nouns; the regular verb PRACTICAR (to 'do' a sport);</li> <li>▪ Phonics: : GA GE GI GO GU; Stress markers: eg. o-lím-pi-cos, tram-po-lín, triat-lón, e-qui-ta-ción &amp; na-ta-ción;</li> <li>▪ Vocabulary: Ten nouns and articles for Olympic sports; the sporting professions in both masculine and feminine form.</li> </ul>	
PRE	Science		
<ul style="list-style-type: none"> <li>▪ Sikhism           <ul style="list-style-type: none"> <li>○ Importance of sharing in Sikhism: Concepts of seva (selfless service) and langar (community kitchen)</li> <li>○ Exploration of Sikh scriptures, including the Guru Granth Sahib</li> </ul> </li> </ul>	<p>LIVING THINGS</p> <ul style="list-style-type: none"> <li>▪ Children will learn about the different types of microbes – bacteria, viruses and fungi. They will learn that microbes have different shapes and that they are found everywhere, and that some are useful and some are harmful.</li> <li>▪ Children will learn how microbes are spread by touch, respiratory droplets, and surface contamination.</li> <li>▪ To learn how spread of microbes can be prevented through the body's natural defences and vaccinations.</li> <li>▪ To understand how some microbial infections can be treated by antibiotic and an appreciation of antibiotic resistance.</li> </ul>		