



Year Group	Term (Autumn/Spring/Summer)	Theme	Subject	Key Knowledge	Key Skills	Key Vocab
Year 5	Spring	Space and the Final Frontier	History	NA		
Year 5	Spring	Space and the Final Frontier	Geography	<p>To know what a settlement is, with examples.</p> <p>To know different types of land use.</p> <p>To know and explore a range of trade links from the UK to other countries globally.</p> <p>To be able to understand how natural resources, including water, minerals, food and energy are distributed globally.</p> <p>To be able to understand the physical, geographical similarities and differences of a region of the United Kingdom and a region in a European Country.</p> <p>To be able to understand physical, geographical similarities and differences of a region of the United Kingdom and a region in North and South America.</p> <p>To know the counties of England and their importance.</p>	<p>To be able to describe the process of the water cycle.</p> <p>To be able to identify the geographical features of the world and to use keys independently to present information clearly.</p> <p>To be able to present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. sketch maps, plans and graphs, and digital.</p>	
Year 5	Spring	Space and the Final Frontier	RE	<p>To understand how far a Sikh would go to worship and show their commitment to their religion</p> <p>To understand what the 8 paths are</p> <p>To understand the meaning of the story Siddhartha to Buddhists</p>	<p>Be able to use religious keywords and a wide range of examples from scripture and teachings of religious founders, to give an informed account of the many ways that religious believers feel that they can connect to God</p> <p>Be able to refer and refer to symbols, stories, religious teachings, places of worship, acts of worship, and analyse and explain a variety of different interpretations of language, expression and symbolism.</p> <p>Be able to suggest how religious sources provide answers to important questions about life and morality</p> <p>Be able to begin to explain the significance of key religion/faith individuals in the community</p> <p>Be able to refer to keywords and scripture to analyse what motivates religious people to behave and act in the way that they do</p> <p>Be able to analyse the reasons why some religious people practise their way of life within a community and some believers practise their way of life alone</p> <p>Be able to analyse religious teaching from scripture or a quote from a religious leader, founder or inspirational person, and consider how it can be inspirational to a person of any or no faith</p> <p>Be able to draw on the similarities and differences between religions and offer their own understanding of belief and values</p> <p>Be able to give an informed and well-argued account of their own beliefs about meaning, purpose and truth and evaluate these in comparison to wide variety of religious and moral teachings</p> <p>Be able to consider beliefs and teachings, practises and ways of life to analyse religious and moral responses to a modern ethical issue, and be able to argue how far you personally agree with these religious and moral standpoints</p> <p>Be able to apply and express their own view about right and wrong and just and fair</p>	<p>Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban.</p> <p>Generosity, Siddhartha, 8 paths, Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation</p>

Year 5	Spring	Space and the Final Frontier	Art	<p>Understand how perspective works with our eyes          Know what colours affect or mood and why          Know methods in which fabric have been used mixed media pieces          Know how a sketchbook is used to record thought, ideas and to demonstrate our feelings and emotions          Know how patterns attract different types of people, such as to a book cover</p>	<p><b>Drawing</b>          Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour          Look at the effect of light on an object from different directions          Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint          Produce increasingly accurate drawings of people          Produce increasingly detailed preparatory sketches for painting and other work          Introduce the concept of perspective          Work on a variety of scales and collaboratively          Independently select materials and techniques to use to create a specific outcome  <b>Colour:</b> Control and experiment with particular qualities of tone, shades, hue and mood          Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.          Considering colour for purposes          Use colour to express moods and feelings          Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint          Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed          Consider artists use of colour and application of it (Pollock, Monet, Chagall)  <b>Texture:</b> Interpret stories, music, poems and use environment and townscapes as stimuli          Select and use materials to achieve a specific outcome          Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work          Consider methods of making fabric          Look at work of other artists using textiles i.e. Molly Williams, Jill Denton, Linda Caverley  <b>3D Form</b>          Use sketchbook to inform, plan and develop ideas          Shape, form, model and join with confidence          Produce more intricate patterns and textures          Work directly from observation or imagination with confidence          Take into account the properties of media being used          Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.)  <b>Printing</b>          Experience combining prints taken from different objects to produce an end piece          Experiment with ideas, to plan in sketchbook          Experience in producing pictorial and patterned prints          Design prints for fabrics, book covers and wallpaper          Make connections between own work and patterns in their local environment (e.g. curtains, wallpaper)          Discuss and evaluate own work and that of others. (Morris, labeling, etc.)  <b>Pattern</b>          Organise own patterns          Use shape to create patterns          Create own abstract pattern          Patterns reflect personal experiences and expression          Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.          Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro)          Discuss own and artists work, drawing comparisons and reflecting on their own creations</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay          3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book</p>
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Year 5	Spring	Space and the Final Frontier	Computing	To know how to design and debug a program that accomplishes a specific goal. To know how some simple algorithms work. To know how to use Scratch collaboratively, with increasing confidence. To know how to use technology safely, respectfully and responsibly.	Use technology safely and respectfully, keeping personal information private and identify where to go for help and support. Design, write and debug programs that accomplish specific goals. Use logical reasoning to explain how simple algorithms work. Detect errors in algorithms and programs. Solve problems by decomposing them into smaller parts.	Design, write, debug, sequence, instructions, evaluate, present, edit, algorithm, problem solve, software.
Year 5	Spring	Space and the Final Frontier	DT and Cooking and Nutrition	To know how to research existing products to use in the design criteria To know which To know which tools and equipment to use to perform practical tasks [for example, cutting, shaping, joining and finishing), accurately. To understand how technology is used to shape the world of design technology	To be able to evaluate, investigate and analyse a range of existing products. To be able to explain their choice of materials and components according to the design criteria and functionality of the product To accurately assemble, join and combine materials and components using the appropriate resources for the function	innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control
Year 5	Spring	Space and the Final Frontier	Music	To know about Gustav Holst and The Planets. To know musical language and be able to use this to describe and analyse pieces of classical music. To know about musical notation and the names of notes.	Listen, know about history of music, appreciation and understand musical notation: listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music. Use and understand staff and other musical notations.	Composer/composition, orchestra, crescendo, decrescendo, dynamics, unison, tempo, instrument, timbre, minor, major, bar, staff, note, notation: crotchet, minim, semibreve, quaver.
Year 5	Spring	Space and the Final Frontier	Science	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	<i>identifying scientific evidence that has been used to support or refute ideas or arguments.</i> <i>planning different types of scientific enquiries to answer questions, including</i> <i>recognising and controlling variables where necessary</i>  <i>Pupils might work scientifically by:</i> <i>(Earth and space)</i> <i>Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.</i> <i>(Forces)</i> <i>exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making</i> <i>and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.</i>	movement, orbit, spherical, rotation, planet, celestial body, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, The Sun, solar system, galaxy, universe, observable universe, nebula, black hole, International Space Station, astronaut, cosmonaut, Apollo, moon, dwarf planet, gravity, upthrust, water resistance, air resistance, frictions, aerodynamic, momentum, kinetic, potential energy, lubricant, push, pull, force arrows, levers, pulleys, gears, machine, Newton, Galileo, weak, strong.

Year 5	Spring	Space and the Final Frontier	NOTES	<p>In Hodgkin Class (Year 5), we fully embrace the new Primary Strategy and through it we teach a wide, interesting and challenging curriculum. Our projects are influenced by the children's interests, and highly skilled teaching ensures full coverage of the National Curriculum objectives across the year and over time. Our projects run for the entire term and involve exciting opportunities including trips, visitors, engineering days, 'Wow Days' and dress-up days.</p> <p>Our Project this term is 'Out of this World', and is a study of the solar system and all things related. Our Big Question is, 'What is out there in our Universe?'</p> <p>We will start the term off with a study of the planets and the solar system, learning their order and their individual characteristics. Before moving onto the constellations of the stars - linking with astrology and astronomy.</p> <p>Our Superb Starter will be a DT design and build day, when the children will be given a series of team challenges to complete over a day, using Lego and Knex. The challenges will be to design and construct moon buggies, landing rockets and space centers.</p> <p>Our Mix it up middle will be a 1969 Moon Landing Day, we will ask the children to come in to school in a costume that would not be out of place in 1969. We will create some tie-dyed fabric, investigate the moon landings and taste some dehydrated foods that would be enjoyed by astronauts. We will also be having a star gazing evening when we will invite the children back into class in the evening once it is dark to complete some star gazing. We will use telescopes and Apps to identify the constellations, planets and possibly even have some hot chocolate and a hotdog!</p> <p>Our Enthralling Ending will be a trip to the Leicester Space Centre and visiting their amazing planetarium and space museum, which will support the learning that has already taken place in the classroom and further embed the love of all things 'Out of this World'.</p> <p>Across the term we have a range of texts we will be studying and these include 'The Jamie Drake Equation', Space Boy from David Walliams and The Kid from outer space by Ross Welford. All of these contain families, aliens, conflict and a resolution, and I am really looking forward to reading them to the children.</p> <p>Our learning environment is going to be 'Space' as you would expect with a Space station, a section inside a rocket, a lunar landscape and lots of stars and planets.</p> <p>There will be many opportunities for cross-curricular writing such as in Science experiments, in Geography and especially in History when we look at the moon landings and the Space Race and the 'Star Wars' conflict, Elon Musk's adventures to space, and the evolution of technology which relies so heavily on the hundreds of satellites orbiting the planet.</p> <p>In English we will be looking at a variety of genres of writing including diary entries, persuasive letter writing, non-chronological reports, newspapers, playscripts and Film narratives and many more.</p> <p>We will also have a two-week block of Poetry creating several pieces of poetry including 'The Listeners' by Walter De La Mare and 'The Highwayman' by Alfred Noyes.</p> <p>We teach maths in practical and exciting ways to deepen the children's understanding, ensuring that the children master the skills with fluency, being able to use, reason and apply their skills, thus providing a solid foundation to build on in Year 6. Our Maths will mostly be standalone, however there are several times where we can work cross-curricular including looking at tables and data on the sizes and distances of the planets, a holiday to space costings and the exchange rate of the UK Pound and Alien Dollar!</p> <p>We have weekly lessons in French and try to incorporate some of this knowledge and vocabulary into normal classroom routines when tidying up, instructions being issued or dates being written on the board.</p> <p>This topic contains lots of opportunities for Science and, as well as Space, we will also be looking at the forces which act on us - such as: magnetism, gravity, upthrust, water and air resistance and friction.</p> <p>During our several DT sessions we will be learning about designing, making, and evaluating builds such as The International Space Station (ISS), space rockets, moon buggies and star constellations. During these lessons we will also use a variety of materials including Lego, K-Nex and recycled materials, and also use technology to create programs to move aliens around a lunar landscape.</p> <p>In Art we will continue to build up our sketch book work looking at various artists like Van Gogh's starry night and making some mixed media work, collage work and some fine pencil work. We will also be studying Bridget Riley's work in the Op Art movement as they are optical illusions and look very futuristic, and we will also using her art to make our Starry Night artwork come to life.</p> <p>Across the term we will be using the laptops to present data in graphs and presentations, we will also be developing our coding skills using Scratch.</p> <p>In Music we will be looking at the compositions of Gustav Holtz and his Planets, investigating the musical language that can be used when explaining it, and the notation used.</p> <p>Our PE topics for the term include Tag-Rugby, striking and fielding games, swimming and as much running around the running track as we can manage!</p> <p>We will teach our RE through a series of Curriculum days, this term we will learn about Sikhism looking at what the 5 Ks, and then in the second half term looking at Buddhism, reading about the 8 paths and the meaning of the story of Siddhartha.</p> <p>In Hodgkin Class we always ensure that the children have an amazing and fun experience, creating memories that will stay with the children for a lifetime. This is an absolutely packed topic and I am so looking forward to teaching it, and enjoying our lovely outdoor space as much as we can.</p>
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