



Year Group

Year 5



Term

Spring

Project  
Title/Theme

Space and the Final Frontier



Subject

Select Subject



Notes

In Hodgkin Class (Year 5), we fully embrace the 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. Our Project this term is "Space and the Final Frontier", and is a study of the solar system and all things related. Our Big Question is, 'What is out there in our Universe?'. 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. 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. Our mix it up middle will be a trip to the Leicester Space Centre and visiting their amazing planetarium and space museum. 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! Our enthralling ending will be a 1969 Moon Landing Day, where 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. 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. Our learning environment is going to have a space theme, with a rocket reading corner, a lunar landscape and lots of stars and planets. There will be many opportunities for cross-curricular writing such as in science experiments. In geography and history, we will study: the moon landings, the space race, 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. In English we will be looking at a variety of genres of writing including diary entries, persuasive letter writing, non-chronological reports, newspapers, and many more. We will be reading a range of texts, including: The kid who came from space and Book of the moon. We will have an author study of Onjali Q Rauf. 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! 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. 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. During our 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. In art lessons we will continue to build up our sketchbook work. We will also be looking at various artists like Rousseau, Goldsworthy, Morris, Mondrian, Matisse and Riley; focusing on pattern in artwork. 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. 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. Our PE topics for the term include goalball, basketball, archery and badminton. We will teach our RE through a series of curriculum days; this term we will learn about Sikhism, looking at what the 5 Ks are, and then in the second half term, looking at Buddhism, reading about the 8 paths and the meaning of the story of Siddhartha.

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Year 5	Spring	Space and the Final Frontier	Art	<p>To know the concepts for drawing perspective (The horizon line, vanishing points, and vanishing lines) (drawing)</p> <p>To know which pencil to use for precision drawing (drawing)</p> <p>To know the importance of scale and proportion in artwork (drawing)</p> <p>To know that post-impressionist is an art movement</p> <p>To know that pattern is in artwork (pattern)</p> <p>To know that pattern can be man-made (used in design and can be abstract) or natural (waves, lightning, leaves, trees) (pattern)</p>	<p>To be able to create artwork using perspective.</p> <p>To be able to create an optical illusion, sketching out faint lines using a 2B pencil and using a 2H pencil for precision drawing (Bridget Riley) using lines and shape</p> <p>To be able to appreciate digital artwork and make comments</p> <p>To be able to create own optical illusion artwork using software in laptops or ipads</p> <p>To be able to recreate a famous piece of artwork using digital media (starry night by Van Gogh)</p> <p>To be able to name artists who are part of the post-impressionist art movement (van Gogh and Henri Rousseau)</p> <p>To be able to name famous paintings from the post-impressionist movement (Starry night, Tiger in a tropical storm)</p> <p>To be able to create pattern in artwork and discuss effect (Andrew Goldsworthy, Rory McEwan, William Morris, Piet Mondrian, Henri Matisse, Bridget Riley)</p> <p>To be able to compare and comment on pattern within artwork of artists as well as own artwork</p> <p>To be able to create own abstract pattern artwork inspired by one of the above artists</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>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	<p>To know how to design and debug a program that accomplishes a specific goal.</p> <p>To know how some simple algorithms work.</p> <p>To know how to use Scratch collaboratively, with increasing confidence.</p> <p>To know how to use technology safely, respectfully and responsibly.</p>	<p>To be able to plan and design a short program that meets a goal, such as creating a short game with a points system.</p> <p>To be able to debug any problems when creating a program, undoing and redoing if necessary.</p> <p>To continue to use Scratch collaboratively, taking turns where necessary.</p> <p>To be able to recognise fake news online and communicate its risks.</p>	<p>Design, write, debug, sequence, instructions, code, coding, evaluate, present, edit, undo, redo, collaborate, algorithm, problem solve, outcome, software.</p>

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Year 5	Spring	Space and the Final Frontier	DT and Cooking and Nutrition	<p>To know that ICT can be used to inform product design (designing)</p> <p>To know which tools and equipment to use to perform practical tasks [for example, cutting, shaping, joining and finishing), accurately (technical knowledge)</p> <p>To know how technology is used to shape the world of design technology (designing)</p> <p>To know how to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (designing, making and evaluating)</p> <p>To know how to strengthen, stiffen and reinforce more complex structures (technical knowledge)</p>	<p>To be able to research existing products, focusing on materials, functionality and purpose of the product.</p> <p>To be able to evaluate and analyse a range of existing products.</p> <p>To be able to explain their choice of materials and components according to the design criteria and functionality of the product</p> <p>To be able to accurately assemble, join and combine materials and components using the appropriate resources for the function</p> <p>To be able to devise a template or pattern for their product</p> <p>To be able to measure, mark up and cut-out and shape a range of materials, knowing which tools to use</p>	<p>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</p>

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Year 5	Spring	Space and the Final Frontier	Geography	<p>To know the processes of the water cycle. (evaporation, transpiration, condensation, precipitation, snowmelt and surface runoff)</p> <p>To know the human and physical features of different regions (population, amenities, river, brook and average weather conditions)</p>	<p>To be able to identify and describe the process of the water cycle and present information on a diagram.</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.</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>	<ul style="list-style-type: none"> <li>• evaporation, transpiration, condensation, precipitation, snowmelt, surface runoff, human, physical, digital, brook, average, amenities</li> </ul>
Year 5	Spring	Space and the Final Frontier	History	NA		
Year 5	Spring	Space and the Final Frontier	Music	<p>To know about Gustav Holst and The Planets.</p> <p>To know musical language and be able to use this to describe and analyse pieces of classical music.</p> <p>To know about musical notation and the names of notes.</p>	<p>To be able to appreciate, analyse and describe Gustav Holst's Planets Suite, such as: comparing the movements of Jupiter and Neptune, using musical language.</p> <p>To be able to identify the names of notes (using the piano, Chrome Music Lab or GarageBand keyboard option).</p> <p>To be able to explain what notation is.</p>	<p>Composer/composition, orchestra, crescendo, diminuendo, dynamics, unison, tempo, instrument, timbre, note, notation: crotchet, minim, semibreve, quaver.</p>

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Year 5	Spring	Space and the Final Frontier	PE	<p>To know how to swim a range of strokes, for example; front crawl, backstroke or breaststroke.</p> <p>To know how to perform a self-rescue. (Swimming)</p> <p>To know how to improve archery skills. (Archery)</p> <p>To know how to increase power in archery.</p> <p>To know how to improve goalball skills. (Goalball)</p> <p>To know how to improve attacking and defending skills in goalball.</p> <p>To know a range of basketball throws. (Basketball Activities)</p> <p>To know how to confidently catch a basketball.</p> <p>To know how to shoot in basketball.</p> <p>To know how to dribble a basketball.</p> <p>To know how to hold and hit a shuttlecock. (Badminton Activities)</p> <p>To know how to increase the distance of a badminton shot.</p>	<p>To be able to swim 25 meters confidently and competently.</p> <p>To be able to demonstrate a range of strokes effectively.</p> <p>To be able to perform a safe self-rescue in a range of different water situations.</p> <p>To be able show continuing improvement in archery.</p> <p>To be able to make accurate shots over a range of distances.</p> <p>To be able to show continuing improvements in goalball games.</p> <p>To be able to show continuing improvements in attacking and defending skills in goalball.</p> <p>To be able demonstrate a variety of basketball throws with confidence.</p> <p>To be able to receive a basketball from a variety of different passes.</p> <p>To be able to shoot with clear intention of aiming at the hoop.</p> <p>To be able to dribble effectively for a range of distances.</p> <p>To be able to hit a shuttlecock at a range of distances.</p> <p>To be able to move around the badminton court and return a badminton shot from</p>	<p>Front crawl, Backstroke, Breaststroke, Self-Rescue, Swim.</p> <p>Bow, Pull, Arrow, Flight, Shoot, Load.</p> <p>Roll, Goalball, Blindfold, Inclusion, Defend, Goal, Attacking, Defending.</p> <p>Badminton racket, Shuttlecock, Shot, Rally, Serve, Opponent.</p>

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				<p>To know how to serve in badminton.</p> <p>To know how to rally in badminton.</p>	<p>an opponent.</p> <p>To be able to serve in badminton.</p> <p>To be able to rally in a badminton game.</p>	

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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 (Yr 3 introduced 5Ks)</p> <p>To understand what the 8 paths are and how they are translated into everyday life (Yr 4 introduced) (Kindness)</p> <p>To understand the meaning of the story Siddhartha to Buddhists. (Stories)</p>	<p>To be able to use religious keywords and a wide range of examples from scripture and teachings of religious founders, To be able to give an informed account of the many ways that religious believers feel that they can connect to God</p> <p>To 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>To be able to suggest how religious sources provide answers to important questions about life and morality</p> <p>To be able to begin to explain the significance of key religion/faith individuals in the community</p> <p>To 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>To 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>To 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>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 Onkar), 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>

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					<p>To be able to draw on the similarities and differences between religions and offer their own understanding of belief and values</p> <p>To 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>To 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>To be able to apply and express their own view about right and wrong and just and fair</p>	

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Year 5	Spring	Space and the Final Frontier	Science	<p>To know forces (pushes and pulls) can make an object move, stop moving, change direction, shape, and move faster or slower.</p> <p>To know water and air resistance is a form of friction.</p> <p>To know the effects of air resistance, water resistance and friction, that act between moving surfaces. (Gravity and skydiver – air resistance stops the skydiver hitting the ground at speed)</p> <p>To know some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>To know Mercury, Venus, Earth and Mars are rocky planets (rock and metal). Jupiter, Saturn, Uranus and Neptune are mostly made up of gases (helium and hydrogen)</p> <p>To know the moon orbits Earth in an oval shaped path whilst spinning on its axis.</p>	<p>To be able to identify scientific evidence that has been used to support or refute ideas or arguments. (Isaac Newton's theory of Gravity)</p> <p>To be able to make a variety of parachutes and carrying out fair tests to determine which designs are the most effective, answer questions, including recognising and controlling variables where necessary.</p> <p>To be able to create models and drawings of the solar system.</p> <p>To be able to compare the time of day at different places on the Earth through internet links and direct communication.</p> <p>To be able to describe the Sun, Earth and Moon as approximately spherical bodies (Astronomical objects shaped like spheres).</p> <p>To be able to investigate why some people think that structures such as Stonehenge might have been used as astronomical clocks, in relation to shadows.</p>	<p>Force, air resistance, friction, moving surface, mechanisms, planet, helium, hydrogen, orbit, oval, axis, solar system, rotation, Newton, gravity, variables, spherical bodies, astronomical clocks.</p>

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				<p>To know and describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>To know the sun doesn't move across the sky, but it appears like it does because of Earth's movement.</p> <p>To know and explain Earth rotation (One full rotation takes 24 hours, daytime occurs when Earth is facing the sun and night occurs when facing away from the sun) and orbit (365 ¼ days, to orbit the sun)</p>		