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| <p>Topic Name – Solar System</p> <p>Disposition Developing Contemplation: Being Curious and Valuing Knowledge</p> |  | <p>Year Group - Year 5 Autumn 1</p> <p>Topic Purpose Question: What do we know about the solar system so far and what is still to be discovered?</p> | <p>Curriculum Coverage: Science</p> <p>Topic Purpose – To develop a deeper understanding of a wide range of scientific ideas by encountering more abstract ideas and begin to recognise how these ideas help them understand and predict how the world operates. An understanding should be embedded that scientific ideas change and develop over time, this can be achieved through scientific enquiry, observation, comparison and fair testing.</p> | <p>Class Novel: Cosmic ‘It’s one Giant Leap for Boy-kind’</p> <p>Purpose- Topic specific vocabulary as well as reading a novel by a modern day author.</p> |
| <p><u>Links to previous topics.</u></p> <p>Year 1 – To the Moon and Back Year 1 – Seasons Year 2 – Explorers Year 3 – The Romans</p> <p><u>Links to future topics.</u></p> | <p><u>Science</u></p> <p>Forces and Magnets Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object. Activity: Watch film and documentary clips that show the effects of zero gravity in the International Space Station. Find out about the gravitational pull on Earth and how this differs from, for example, gravity on the Moon. Explain in their own words what determines the force of gravity on our planet and others.</p> <p>Purpose Question Love to Investigate - Why do planets have craters?</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Activity: air resistance – cover this when looking at gravity and the impact of this force when falling.</p> <p>Purpose Question: How does different types of resistance effect free falling?</p> <p>Earth and Space Describe the movement of the moon relative to the Earth. Activity: Explain what they think they know about the Moon by collecting their ideas on whiteboards, sticky notes or a mind map. Share ideas with the whole group and pose questions for further research, such as 'Why do we only see one face of the Moon? What might the dark side of the Moon look like? How does the Moon remain captured in the Earth’s orbit?' Create a Moon information leaflet, which includes diagrams, photographs, information and captions.</p> <p>Describe the movement of the Earth and other planets relative to the sun in the solar system.</p> <p>Describe the sun, Earth and Moon as approximately spherical bodies. Activity: Work in groups to explore the size and scale of the Solar System, including the Sun. Using a range of spherical items of different scales, research the size of each planet and then work out which item might best represent it.</p> <p>Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. Activity: Use a bright light, such as an LED torch, to represent the Sun and a globe to demonstrate the cycle from night to day. Place a sticker on the UK and see what happens as the Earth spins on its axis. Use their model to make a stop motion video demonstrating an Earth day. Use the web to see live video footage from worldwide city locations.</p> <p>Key Vocabulary: hardness, solubility, transparency, conductivity, magnetic, earth, sun, moon, axis, rotation, day, night, phases of the moon, star, constellation, air resistance, water resistance, friction, gravity, newton.</p> | | | <p><u>Geography</u></p> <p>Geographical Skills and Fieldwork. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Activity: Use a range of aerial images of Earth to identify geographical features.</p> <p>Key Vocabulary: Agricultural land, Arable, Pastoral, Allotment, Biome (a large ecological area), Tundra, Coniferous, grasslands, forest, deciduous forest, desert, tropical rainforest.</p> <p>Purpose Question: Why is it important to be able to locate these features from space?</p> <p><u>History</u> Aim: Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Activity: Galileo Galilei Purpose Question: Why was this discovery so significant to understanding space but controversial at the time?</p> |
| <p><u>Art</u></p> <p>Printing Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, block printing). Activity: Create a solar system pattern using a print type of choice – look at William Morris as an example.</p> <p>Key Vocabulary: Imprint, impression, mould, monoprint, background, marbling, surface, absorb, stencil, linear, register, manipulate, block, repeat, continuous.</p> | <p><u>Computing</u> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Activities: See computing planning. Key Vocabulary: world wide web, search, search engine, advanced search, results, Google, browser, terms of use, bias, authority, citation, plagiarism, source, website, secure, https, site, domain, website, browser, address bar.</p> | | | <p><u>PE</u></p> <p>Dance (Expression) Perform different styles of dance fluently and confidently. Refine and improve dances adopting them to include the use of space, rhythm and expression.</p> <p>Games (Hockey) - PPA Practise the key elements of hockey – dribbling, passing, shooting, defending. To use the skills to take part in a game. To start the make decisions when playing a sport.</p> |
| <p><u>Music</u></p> <p>See planning as taught by Junior Jam</p> | <p><u>PSHE</u></p> <p>Being me in my world. My Year Ahead Being a Citizen of my Country Responsibilities Rewards and Consequences Peer Mediators School council elections Building the school vision statement Black History Month</p> | | | <p><u>RE</u></p> <p>Theme: Belief into action</p> <p>Key Question: How far would a Sikh go for his/her religion?</p> <p>Religion: Sikhism</p> <p>Disposition: Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment</p> |
| | | | <p><u>MFL- Spanish (PPA)</u></p> <p>Units: Phonetics 1-3 Seasons</p> | <p><u>Extended/linked reading</u></p>  |