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| <p>Topic Name – Solar System Disposition Developing Contemplation: Being Curious and Valuing Knowledge</p>  | <p>Year Group - Year 5 Autumn 1 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 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’ Purpose- Topic specific vocabulary as well as reading a novel by a modern-day author.</p> |
| <p>Links to previous topics. Year 1 – To the Moon and Back Year 1 – Seasons Year 2 – Explorers Year 2 - Minibeasts Year 3 – The Romans</p> <p>Links to future topics.</p> | <p>Science Earth and Space Pupils should be introduced to a model of the Sun and Earth that enables them to explain day and night. Pupils should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune). They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones). Pupil should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus. Pupil should work scientifically by: comparing the time of day at different places on Earth; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks. 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>Geography Map Skills Ordnance Survey Maps Focuses on Ordnance Survey maps and basic map reading skills. After examining a map of the local area and discussing what they can see on it, pupils are taught to read four-figure grid references. They are also introduced to the geographical concept of scale, and map symbols.</p> <p>Contour Lines Pupils learn how hills and valleys are represented on Ordnance Survey maps, through the use of contour lines. The main activity involves building a 3-D model of landscape from contour lines, and pupils develop their understanding of how physical features and gradient are represented on maps.</p> | |
| <p>Engage Stage/Memorable Experience</p> <p>Trip to the National Space Museum taking part in the Life in Space workshop.</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>Forces and Magnets Pupils should explore falling objects and raise questions about the effects of gravitation. They should find out how scientists such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. 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>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>Art Painting – 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>Computing Computing systems and networks – systems and searching</p> <p>To describe the input and output of a search engine To demonstrate that different search terms produce different results To evaluate the results of search terms</p> <p>Key Vocabulary: System, connection, digital, input, process, output, index, crawler, bot, ordering, ranking, links, web crawler, content creator, selection, ranking, refine.</p> | <p>PE Dance (Expression) – Teacher Led 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) – Sports Coach Led 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. Key Vocabulary: teamwork, score, shoot, positions, power, distance, perform, consistent, fair play</p> | |
| <p>Oracy</p> <p>Instigate - Starts the discussion or moves it onto a new point.</p> <ul style="list-style-type: none"> I think we should consider... I would like to start by saying... Let’s also think about... I would like to instigate the conversation by... We haven’t discussed yet... <p>Build - Adds to or builds on an idea.</p> <ul style="list-style-type: none"> I agree and would like to add... Adding onto what ___ said... Building on what ___ said... In addition to ___ point... <p>Challenge – disagree or present an alternative argument.</p> <ul style="list-style-type: none"> I don’t think... Have you thought about ___? I disagree with... | <p>PSHE 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 Meet My Brain</p> | <p>RE 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>History 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> |
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