

## MEDIUM TERM PLANNING



**YEAR: 5**

**TERM:** Autumn

**TOPIC: What's it like to go to infinity and beyond?**

SUBJECT	NATIONAL CURRICULUM	STICKY KNOWLEDGE	SKILLS	EVIDENCE
History	<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Space Race)</li> </ul>	<ul style="list-style-type: none"> <li>Animals as well as humans visited space</li> <li>Multiple countries were in a race to get there first</li> <li>There were many failed attempts</li> </ul> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>Chronology, chronological order, periods of time, Space Race, Significant event, significant People, NASA,</p>	<ul style="list-style-type: none"> <li>Draw a timeline with different periods showing key historical events or lives of significant people.</li> </ul>	<ul style="list-style-type: none"> <li>Timeline showing The Space Race.</li> <li>Presenting research about different events in the space race.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>Explain the difference between longitude and latitude</li> <li>Point out the northern and southern hemispheres</li> <li>Describe how time zones are calculated and the significance of GMT</li> <li>Calculate time differences in a range of countries</li> <li>Use geographical vocabulary/features to explain processes in space (See Below)</li> </ul> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>Labelled diagram of the Earth.</li> <li>Time differences from Greenwich Meantime</li> </ul>

## MEDIUM TERM PLANNING



<p>Art</p>	<ul style="list-style-type: none"> <li>• Create sketch books to record observations and use them to review and revisit ideas</li> <li>• Improve mastery of art and design techniques, including drawing and painting with a range of materials</li> <li>• About great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what Peter Thorpe is trying to achieve and the techniques he uses to do this (e.g. layering, Abstract artwork).</li> <li>• Know which media to use to create maximum impact. (marbling, chalk, poster paint, collage, Colour choices, luminous/metallic paint etc)</li> <li>• Know how to effectively layer materials. (marbling, chalk, poster paint, collage etc)</li> </ul> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>Abstract artwork, layering, marbling, luminous, metallic, foreground/ background</p>	<ul style="list-style-type: none"> <li>• To research the work of an artist and use their work to replicate the style.</li> <li>• Explain the style of art used and how it has been influenced by a famous artist.</li> <li>• Experiment with collage materials and techniques (including layering)</li> </ul>	<ul style="list-style-type: none"> <li>• Mindmap observations of techniques used (mood board)</li> <li>• Experimenting with colour mixing (Painting Planets)</li> <li>• Sketch designs for final pieces with annotations</li> <li>• Final piece of artwork</li> <li>• Evaluating the artwork</li> </ul>
<p>DT</p>	<ul style="list-style-type: none"> <li>• Generate, develop, model &amp; communicate ideas through discussion, annotated sketches</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• Evaluate ideas and products against design criteria and consider the views of others to improve work</li> <li>• Understand and use electrical systems in products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>	<ul style="list-style-type: none"> <li>• Children can explain the function of a Moon Buggy (exploration, gathering scientific data, enables scientific experiments/investigations)</li> <li>• Can explain the properties of different joining techniques (sturdiness, elasticity, permanence, whether they can be painted over etc)</li> <li>• Can explain how to make the mechanism work (using axels, wheels, adapting design)</li> <li>• Explain the changes and adaptations needed to make the design successful (Children to specifically describe adaptations carried out on their designs depending on vehicles)</li> </ul> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>sturdiness, elasticity, permanence, cutting, shaping, joining, finishing, electrical systems, annotated sketch, axels, <i>design proposal</i>, <i>criteria</i>, <i>exploded diagrams</i>, <i>labelled drawings</i>, <i>improvements</i>, <i>construction kits</i>, <i>modify finishing technique</i>, <i>assembling</i>, <i>components knowledge</i></p>	<ul style="list-style-type: none"> <li>• Generate, develop, model &amp; communicate ideas through discussion, annotated sketches</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• Evaluate ideas and products against design criteria and consider the views of others to improve work</li> </ul> <p>Understand and use electrical systems in products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<ul style="list-style-type: none"> <li>• Researching the specification of a moon buggy</li> <li>• Deciding on components</li> <li>• sketching design/ making Moon Buggy</li> <li>• Evaluating Moon Buggy project</li> </ul>

## MEDIUM TERM PLANNING



		and understanding <i>eg circuit, series and parallel circuits, control, motor, chassis, secure connections, switch/short circuit, pressure switch, speed, motor spindle, pulley, wheel, axle, motor mounting clip</i>		
Science	<ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• Describe the movement of the Moon relative to the Earth</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<ul style="list-style-type: none"> <li>• Know about and explain the movement of the Earth and other planets relative to the Sun.</li> <li>• Use a model of the Sun and Earth to explain day and night.</li> <li>• 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 (Pluto was reclassified as a ‘dwarf planet’ in 2006).</li> <li>• A moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).</li> <li>• Day and night are a result of the Earth’s rotation/position.</li> </ul> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>Solar system, planets (names), star, sun, Earth, moon, gravity, orbit (elliptical), rotation, axis, poles, equator, northern/southern hemisphere, shadow, day, (lunar) month, year, leap year, eclipse, luminous, non-luminous, phases (names)</p>	<ul style="list-style-type: none"> <li>• Recording data and results using scientific diagrams and labels, tables, bar and line graphs</li> <li>• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations, in oral and written forms such as displays and other presentations</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Create and explain a scale model of Earth, sun and moon</li> <li>• Explanation of how we get Day and Night.</li> <li>• Explain the phases of the moon</li> <li>• Research and present info on the planets</li> </ul>
Music	<p>Our music curriculum is delivered through Charanga. This enables us to delivers all aspects of the National Curriculum from Year 1 – Year 6. For Skills progression please see the Year Group/ Unit overviews.</p> <p>Autumn 1: Livin on a Prayer Autumn 2: Classroom Jazz 1</p>			

## MEDIUM TERM PLANNING



<p>Computing</p>	<p>Our Computing curriculum is delivered through Purple Mash. This platform delivers all aspects of the National Curriculum from Year 1 – Year 6. For Skills progression please see the Year Group/ Unit overviews.</p> <ul style="list-style-type: none"> <li>• Unit 5.1 Coding</li> <li>• Unit 5.2 Online Safety</li> <li>• Unit 5.3 Spreadsheets</li> </ul> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>Object, Action, Output, Control, Event, Command, Variable, Loops, Sharing, Digital Content, Reliable person, Formula, Spreadsheet, Convert,</p>			
<p>French</p>	<ul style="list-style-type: none"> <li>• Children listen attentively and learn to identify the main points from a short passage of several sentences. They enjoy listening to and joining in with a wider range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn how to express a simple opinion and join in a short conversation.</li> <li>• Children revisit and consolidate words and structures learnt previously, and build on this prior learning. They develop their reading skills by re-reading a range of short texts. They learn to put familiar words into sentence order. They continue to develop their writing skills by using words and phrases to build sentences and short texts with support.</li> <li>• Children discuss aspects of daily life which they have in common with children in different countries. They look at the similarities and differences between their own locality and that of another country. Children also learn about symbols, objects and products that represent countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Pick out some of the detail from short spoken passages • Enjoy interacting even when they hear unfamiliar language • Join in a short conversation</li> <li>• Make a short presentation using a model.</li> <li>• Children revisit and consolidate words and structures learnt previously, and build on this prior learning. They develop their reading skills by re-reading a range of short texts. They learn to put familiar words into sentence order. They continue to develop their writing skills</li> <li>• Identify similarities and differences in everyday life • List some similarities and differences between contrasting localities • Recognise how symbols, products, objects can represent the culture/cultures of a country • Recognise how aspects of the culture of different countries become incorporated into the daily life of others. by using words and phrases to build sentences and short texts with support.</li> </ul> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p style="text-align: center;">10a) Alphabet 10b) Places in the locality 10 c/d) Journey to school (More...) 10E) Directions</p>	<ul style="list-style-type: none"> <li>• Make up simple sentences using nouns, verbs and adjectives • Use imagination to create interesting conversations using familiar language, e.g. take on the role of different people when having a similar conversation, use puppets and props • Use mime, gesture, facial expression and tone of voice to help to convey meaning</li> <li>• Express simple opinions when using familiar vocabulary, talking about food, animals, places</li> <li>• Memorise and recite a selection of short, spoken texts, e.g. a short poem, a set of instructions, a song, a shopping list, a description</li> </ul>	<ul style="list-style-type: none"> <li>• learn/use vocabulary</li> <li>• write simple sentences</li> <li>• hold short conversations in French</li> <li>• mime/act out vocabulary and phrases</li> </ul>

## MEDIUM TERM PLANNING



PE	<p>Our PE curriculum is delivered using the Real PE Scheme of Work. This covers all aspects of the National Curriculum from Years 1 to Years 6. For Skills progression please see the Year Group/ Unit overviews. This term Year 5 will be taking part in swimming lessons at Hetton Community Pool.</p>			
RE	<ul style="list-style-type: none"> <li>Northern Saints (Autumn 1)</li> <li>Themes of Christmas (Autumn 2)</li> </ul>	<ul style="list-style-type: none"> <li>Names a selection of Northern Saints</li> <li>Be able to explain why people become Saints</li> <li>Name the patron saints of the UK</li> <li>Identify a range of symbols of Christmas</li> </ul> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>Northern Saint, Saints, (Various saints names) Patron Saint, Symbols, Symbolism, martyr</p>	<ul style="list-style-type: none"> <li>Research using the internet and other sources</li> <li>presenting facts in a variety of ways (Spoken, Poster, Mindmap)</li> </ul>	<ul style="list-style-type: none"> <li>Mindmap</li> <li>Poster</li> <li>Research notes</li> <li>Newspaper Article</li> <li>Drawing and annotating</li> </ul>
RAISING ASPIRATIONS	Looking at what it takes to be an Astronaut, Focusing on a desired job (SMSC)			
ADDITIONAL READING	Information about Space in Space related books, Saints information, Passages from the Bible, Varying Internet sources,			
ADDITIONAL WRITING	Non-Chronological Report on Space, Various Explanations of processes in Space, Evaluation of Artwork/ D&T Project,			
EDUCATIONAL VISITS	Nissan Visit (Eco) Planetarium Visit			