

Into the Unknown

Space Medium Term Topic Plan – Year 5

Term	Autumn 1 (7 weeks)	Curriculum Strands	Diversity, Travel & Exploration, Geology, Responsibility.
Classroom Environment	Space board to celebrate children’s learning from school and home. Year group appropriate vocabulary. Range of topic books including different genres and text types.	Super Starter (Hook) & Education Visit/Visitor	Visit from an expert: Planetarium
Key Texts	Class read: The Kid who came from Space (AR level: 5.8) Selection of space poetry Cosmic Disco Hidden Figures Variety of texts from Twinkl connected to Space	End Product <u>(Assembly/Exhibition/ Showcase)</u>	Class assembly
English	<p>Talk for Writing – Alien Landing Narrative – writing to entertain – 5 weeks</p> <p>Describe the day turning to night to create a spooky atmosphere. Bring setting to life using figurative language. Show how a character feels using carefully chosen verbs and adverbs. Use dramatic sentence openers to create suspense. Describe what a character sees, hears and feels to hint at what is coming. Intensify the action using repetition. Help the reader to see an object using carefully chosen adjectives within expanded noun phrases. Use a flash-forward. End the story on a cliff-hanger.</p> <p>Poetry inspired by Cosmic Disco – writing to entertain – 2 weeks</p> <ul style="list-style-type: none"> - Expanded noun phrases - Co-ordinating and Subordinating conjunctions <p>Past simple/past continuous/past perfect & present simple/present continuous/present perfect</p> <p><u>Writing</u></p> <p>N.C. Obj. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning N.C. Obj. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action N.C. Obj. Using a wide range of devices to build cohesion within and across paragraphs N.C. Obj. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning N.C. Obj. Ensuring the consistent and correct use of tense throughout a piece of writing N.C. Obj. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register N.C. Obj. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms N.C. Obj. using passive verbs to affect the presentation of information in a sentence N.C. Obj. using the perfect form of verbs to mark relationships of time and cause N.C. Obj. using expanded noun phrases to convey complicated information concisely N.C. Obj. using modal verbs or adverbs to indicate degrees of possibility N.C. Obj. using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p><u>Reading</u></p> <p>N.C. Obj. maintain positive attitudes to reading and understanding of what they read by: N.C. Obj. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks N.C. Obj. reading books that are structured in different ways and reading for a range of purposes N.C. Obj. increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions N.C. Obj. recommending books that they have read to their peers, giving reasons for their choices N.C. Obj. identifying and discussing themes and conventions in and across a wide range of writing N.C. Obj. making comparisons within and across books N.C. Obj. learning a wider range of poetry by heart N.C. Obj. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>		

	<p>N.C. Obj. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>N.C. Obj. asking questions to improve their understanding</p> <p>N.C. Obj. drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>N.C. Obj. predicting what might happen from details stated and implied</p> <p>N.C. Obj. summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>N.C. Obj. identifying how language, structure and presentation contribute to meaning</p> <p>-</p>
Science	<p><u>Earth and Space</u></p> <p>N.C. Obj. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>N.C. Obj. Describe the movement of the Moon relative to the Earth.</p> <p>N.C. Obj. Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>N.C. Obj. Use the idea of the Earth’s rotation to explain day and night, and the apparent movement of the sun across the sky.</p> <p><u>Working Scientifically</u></p> <p>N.C. Obj. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>N.C. Obj. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>N.C. Obj. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
P.E.	<p><u>Swimming</u></p> <p>N.C Obj. swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>N.C Obj. use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>N.C Obj. perform safe self-rescue in different water-based situations.</p>
History	<p><u>Space Exploration linking into Black History Month</u> (including space race and significant figures (Hidden Figures, Neil Armstrong, Buzz Aldrin and Mae Jameson and Tim Peake)).</p> <p>N.C. Obj. Pupils should be taught a study of an aspect or theme in British/Global history - space travel.</p>
Geography	<p><u>Earth in Space and Mapping the World</u></p> <p>N.C. Obj. Identify position/significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones.</p> <p>N.C. Obj. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>N.C. Obj. Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>
Art	<p><u>Artist:</u> Peter Thorpe</p> <p>Medium: paint.</p> <p>Skills: contrasting colours and application using different brushes/techniques.</p> <p>N.C. Obj. Pupils should be taught about great artists, architects and designers in history.</p> <p><u>Observations of the Moon</u></p> <p>Medium: pencil.</p> <p>Skills: sketching and shading.</p> <p>N.C. Obj. Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - shading/sketching using pencil/charcoal.</p>
D&T	<p><u>Eggnaughts</u></p> <p>N.C. Obj. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>N.C. Obj. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>N.C. Obj. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>
Music	<p><u>The Planets:</u> Gustav Holst</p> <p>N.C. Obj. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>N.C. Obj. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>
RHE	<p><u>Puberty</u></p> <p>N.C. Obj. describe the changes as humans develop to old age.</p> <p>N.C. Obj. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>RSE Guidance. Pupils should know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>RSE Guidance. Pupils should know about menstrual wellbeing including the key facts about the menstrual cycle.</p>
RE	<p><u>Understanding Christianity (2b.1): What does it mean if God is loving and holy?</u></p> <p>UC Obj. Identify some different types of biblical texts, using technical terms accurately.</p> <p>UC Obj. Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>UC Obj. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>UC Obj. Show how Christians put their beliefs into practice in worship.</p> <p>UC Obj. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>

Spanish Obj. summarised	<u>Revision & Body Parts</u> Listening: Listen attentively and link spelling, sound and meaning of words Speaking: Engage in conversations, speak in sentences and develop accurate pronunciation and intonation. Reading: Read words, phrases and simple writing. Appreciate stories, songs, poems and rhymes. Writing: Write phrases from memory and adapt these. Grammar: Understand basic grammar.
Computing	<u>Databases</u> Understanding records and fields Creating a collaborative database Searching databases Analysing data