



<p>- using straightforward scientific evidence to answer questions or to support their findings.</p>		
Humanities – History & Geography		
<p><b>Prior learning and where the objectives are revisited later in the year.</b></p> <p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>- To ask and answer questions about how technology changed the world and whether it was for the better or worse</li> <li>- To know that advances in technology have moved quickly and are still evolving daily.</li> </ul> <p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>- To understand the importance of British involvement in world exploration both past and present (including space exploration)</li> <li>- To compare a range of texts that help us to picture life in the past. To know which types of evidence sources are the most important to our knowledge</li> </ul>	<p><b>Key year group learning</b></p> <p><b>Can we.....?</b></p> <ul style="list-style-type: none"> <li>- To know when, why and how the Space Race began and who was involved.</li> <li>- Look at the representation and importance of women in the space race and how their roles progressed- Hidden figures- and how this affected women's roles in this industry.</li> <li>- To describe the key events in the space race (eBooks created on each key event by groups of chn)</li> <li>- To ask and answer historical questions about the Space Race and key events.</li> <li>- To examine a range of historically significant sources of evidence of key events of the Space Race and the validity of the evidence: e.g. videos of Neil Armstrong in space, photos from the satellites, newspaper reports etc. Primary and secondary sources and how these are reliable.</li> </ul> <p><b>Do we know.....?</b></p> <ul style="list-style-type: none"> <li>- The events that took place in the space race, and why these were historically important.</li> <li>- The chronological order of the events in the space race.</li> <li>- The importance of women in the space race and how they contributed.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Understanding why the space race started, and learning about when the key events took place.</b></li> <li>2. <b>Researching a specific event in the space race and creating a multimedia presentation.</b></li> <li>3. <b>Share presentations and create key notes on each event.</b></li> </ol>
<p><b>Prior learning:</b></p> <p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>- Significance of the Equator</li> <li>- Geographical similarities and differences between local area, a region in an EU country.</li> <li>- Use maps/globe/atlas to locate continents and countries. Use 8 point compass and basic key and symbols of maps. Fieldwork of local area surrounding school Including sketches, maps, plans and graphs.</li> </ul> <p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>- Areas of similar climate e.g. rainforests, arctic, desert.</li> <li>- Climates zones, biomes and vegetation belts.</li> </ul>	<p><b>Geography</b></p> <p><b>Can we...?</b></p> <p>Continents, main countries including N and S America. Significance of GMT .</p> <p>Geographical similarities and differences between local area, a region in an EU country and a region in North or South America.</p> <p>Use maps/globe/atlas to locate continents and countries. Use 8 point compass, 4 figure grid references, symbols and keys. Fieldwork of local area surrounding school Including sketches, maps, plans, graphs and digital technology.</p> <p><b>Do we know...?</b></p> <ul style="list-style-type: none"> <li>- Significance of GMT- link to space and the time zones</li> <li>- The significance of the equator</li> <li>- How different climate zones and biomes contribute to a space centre's success</li> <li>- How to read 4 figure grid references and use these to contribute to their understanding.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Learning about the planets and their locations in space and physical and human characteristics (links with science)</b></li> <li>2. <b>Deep dive into 3 space centres across the world, note taking on sheets to create a comprehensive view of the key geographical features.</b></li> </ol>

- Use maps/globe/atlas to locate continents and countries. Use 8 point compass and basic key and symbols of maps. Fieldwork of local area surrounding school Including sketches, maps, plans, graphs and digital technology.		<b>3. Project with Mexico – creating powerpoints about time zones and presenting to Peterson school.</b>  <
--	--	---

1. Learning about Peter Thorpe and creating a background in his style (imitate).
2. Continuing with backgrounds and using chalk pastels to create depth and texture.
3. Creating the rocket (focal point) in the style of Peter Thorpe
4. Assembling their picture and evaluating their work

<p>-Start to input simple data into a spreadsheet.</p> <p><b>Year 4:</b></p> <ul style="list-style-type: none"><li>- Creating algorithms</li><li>- Type and design a variety of documents, posters and leaflets using ICT. Learn rules for creating neat word processed work.</li><li>- Confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text</li><li>- Use font sizes appropriately for audience and purpose.</li><li>- Use spell check and thesaurus including through Siri and other AI technology</li><li>-Produce a multimedia video topic about topic with music and narration.</li></ul>		<p><b>Do we know...?</b></p> <ul style="list-style-type: none"><li>- What online hazards are and how to respond to them safely.</li><li>- The term ‘digital footprint’ and describe strategies for reducing it.</li><li>- How to stay safe when watching and recording videos online.</li><li>- How to safely send digital messages.</li><li>- How to design and make a multi-media presentation about a learning topic or them self.</li></ul>		<p><b>See history planning as there is a crossover between computing and history.</b></p>
<p><b>Vocabulary</b></p> <p><b>Oracy activities</b></p>	<p>Vocab: solar system, geocentric, heliocentric, spherical, gravity, orbit, revolution, rotation, axis, space race, digital footprint, digital, stippling,</p> <p>Challenge 10: Visual thinking Quality criteria Bagel thinking</p>	<p><b>Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?</b></p>	<ul style="list-style-type: none"><li>✓ Local area fieldwork</li><li>✓ Paint and create solar systems</li></ul>	
		<p><b>Trips/ Visits / Experiences</b></p>	<ul style="list-style-type: none"><li>- Visit to Peacock fields</li><li>- Planetarium in school</li></ul>	
<p><b>Discrete subject learning focus areas</b></p>				

Music	<p><b>About the unit</b></p> <p>Songwriting can sometimes appear daunting. This unit of work aims to give some straightforward starting points and simple ideas to help children feel confident about creating their own songs.</p> <ul style="list-style-type: none"><li>• <b>Lesson 1:</b> Identify the structure of a song and analyse the song lyrics to appreciate the role of metaphor.</li><li>• <b>Lesson 2:</b> Writing the lyrics of a hook.</li><li>• <b>Lesson 3:</b> Create a tune for your hook.</li></ul> <p>Written for Sing Up by Jackie Schneider with contributions from Tim Wilson.</p> <p>Sing Up: Why we sing</p>	RE	<table><tr><td><b>Year: 5</b></td><td><b>Term: Autumn 1</b></td></tr><tr><td><b>Theme: Belief into action</b></td><td><b>Religion: Sikhism</b></td></tr><tr><td colspan="2"><b>Key question for this enquiry:</b> How far would a Sikh go for his/her religion?</td></tr><tr><td colspan="2"><b>Learning Objectives:</b> We are learning to compare the different ways Sikhs put their religion into practice.</td></tr><tr><td><b>Areas of enquiry selected</b></td><td><b>Areas of focus</b></td></tr><tr><td>AT1 Strand A <b>B C</b></td><td>AT2 Strand D E <b>F</b> Believing/Belonging</td></tr><tr><td colspan="2"><b>Teaching and Learning Activities</b></td></tr><tr><td colspan="2"><p><b>Step 1 Engagement (1 lesson) AT2 (p)</b> How far would you go i.e. to what extent would you apply yourself to get fit and healthy enough to run cross-country for the school team? Children stand on an imaginary continuum to show the range of levels of commitment to this goal. Why would some exercise, train and watch their diet and others wouldn't bother? Do they all think that being healthy is important i.e. share a belief? How do they put this into practice? Different levels of commitment. What determines these levels? Other examples.</p><p><b>BRIDGE: LEVELS OF COMMITMENT</b></p><p><b>Step 4 Expression (1 lesson) AT2 (p)</b> Children think about something that is really important to them - it could be a hobby. Given a list of things to decide if they would give that up for their chosen hobby or not e.g. time, money, etc. Make a bar or pie chart to show what you are committed to and to what extent.</p><p><b>Step 3 Evaluation (1 lesson) AT2 (imp)</b> Give children picture cards depicting a range of the aspects studied in the investigation lesson, e.g. Story of the Khaisa/S K's wedding/Guru Granth Sahib/Golden Temple/Langar/Amrit Ceremony... and ask them to rank order them, the aspect that would take the most effort/sacrifice for a Sikh down to the easiest. Children then answer the questions: Why do Sikhs put so much effort into their religion? Is it OK that not all Sikhs put the same amount of effort in?</p><p><b>Step 2 Investigation (3 lessons) AT1</b> During the forming of the Khaisa some Sikhs were prepared to sacrifice their lives (see story on Sikhnet/British Library websites). Guru Nanak expected Sikhs to give a lot for and to their religion. What are they prepared to give? What levels of commitment? Watch BBC Learning clip 3777 online 'Sikh beliefs and worship'. Children to jot down anything that Sikhs give up e.g. their money to buy food for and time to make and serve the Langar. Sikh services are always followed by a meal called the Langar. The Langar is important to Sikhs because it is a meal that symbolises the Sikh belief that all people are equal. Do children think this is important enough for a Sikh to give up their time for? The five key Sikh beliefs are:</p><ul style="list-style-type: none"><li>• God is in everything</li><li>• It is a Sikh's duty to serve others</li><li>• All people should be treated as equals</li><li>• Sikhs should share what they can with others</li><li>• Sikhs should earn their living earnestly</li></ul><p><b>The Langar</b> Which of the key beliefs are highlighted through the 'Langar'? Establish that Sikhs believe it is a good thing to treat people equally and share with people. Sikhs see the Langar as an opportunity to give, more than as a sacrifice.</p><p><b>The Golden Temple</b> How far do Sikhs go? Literally to the Golden Temple of Amritsar (BBC Learning clips 675 A Special Place) When/why do Sikhs travel to the Golden Temple?</p><p><b>Marriage</b> Have question 'What is important when you are marrying someone?' on board. Children to write their ideas on post-it notes and share with the rest of the class. Explain that a Sikh wedding is held in the Gurdwara and a passage from the Guru Granth Sahib (holy book) is read. Watch Sikh wedding (Clip 3776 Equality for Sikhs, BBC Learning clips). Explain that many Sikh weddings are arranged marriages. What does this mean? Are Sikhs sacrificing anything if they agree to marry the person their parents have selected for them? What are the advantages of arranged marriage? Even if they did not love each other when they married, could this love grow as they share their lives together? Invite a Sikh visitor in to discuss their beliefs/thoughts on marriage/arranged marriage.</p><p><b>5Ks</b> Show children the 5Ks (artefacts) and explain what they represent. Watch BBC Learning clip 4801 'The Importance of music to Sikhs'. Children to jot down evidence of things a Sikh may choose to do e.g. not cut their hair. How far would they go to protect someone they love? Do children think anything is important enough to give your life up for? Refer to some love songs where people sing that they would die for the one they love. What do children think about this?</p></td></tr><tr><td colspan="2"><b>Evidence in Discovery RE Journals:</b> Rank ordered pictures with answers to the 2 questions.</td></tr></table>	<b>Year: 5</b>	<b>Term: Autumn 1</b>	<b>Theme: Belief into action</b>	<b>Religion: Sikhism</b>	<b>Key question for this enquiry:</b> How far would a Sikh go for his/her religion?		<b>Learning Objectives:</b> We are learning to compare the different ways Sikhs put their religion into practice.		<b>Areas of enquiry selected</b>	<b>Areas of focus</b>	AT1 Strand A <b>B C</b>	AT2 Strand D E <b>F</b> Believing/Belonging	<b>Teaching and Learning Activities</b>		<p><b>Step 1 Engagement (1 lesson) AT2 (p)</b> How far would you go i.e. to what extent would you apply yourself to get fit and healthy enough to run cross-country for the school team? Children stand on an imaginary continuum to show the range of levels of commitment to this goal. Why would some exercise, train and watch their diet and others wouldn't bother? Do they all think that being healthy is important i.e. share a belief? How do they put this into practice? Different levels of commitment. What determines these levels? Other examples.</p> <p><b>BRIDGE: LEVELS OF COMMITMENT</b></p> <p><b>Step 4 Expression (1 lesson) AT2 (p)</b> Children think about something that is really important to them - it could be a hobby. Given a list of things to decide if they would give that up for their chosen hobby or not e.g. time, money, etc. Make a bar or pie chart to show what you are committed to and to what extent.</p> <p><b>Step 3 Evaluation (1 lesson) AT2 (imp)</b> Give children picture cards depicting a range of the aspects studied in the investigation lesson, e.g. Story of the Khaisa/S K's wedding/Guru Granth Sahib/Golden Temple/Langar/Amrit Ceremony... and ask them to rank order them, the aspect that would take the most effort/sacrifice for a Sikh down to the easiest. Children then answer the questions: Why do Sikhs put so much effort into their religion? Is it OK that not all Sikhs put the same amount of effort in?</p> <p><b>Step 2 Investigation (3 lessons) AT1</b> During the forming of the Khaisa some Sikhs were prepared to sacrifice their lives (see story on Sikhnet/British Library websites). Guru Nanak expected Sikhs to give a lot for and to their religion. What are they prepared to give? What levels of commitment? Watch BBC Learning clip 3777 online 'Sikh beliefs and worship'. Children to jot down anything that Sikhs give up e.g. their money to buy food for and time to make and serve the Langar. Sikh services are always followed by a meal called the Langar. The Langar is important to Sikhs because it is a meal that symbolises the Sikh belief that all people are equal. Do children think this is important enough for a Sikh to give up their time for? The five key Sikh beliefs are:</p> <ul style="list-style-type: none"><li>• God is in everything</li><li>• It is a Sikh's duty to serve others</li><li>• All people should be treated as equals</li><li>• Sikhs should share what they can with others</li><li>• Sikhs should earn their living earnestly</li></ul> <p><b>The Langar</b> Which of the key beliefs are highlighted through the 'Langar'? Establish that Sikhs believe it is a good thing to treat people equally and share with people. Sikhs see the Langar as an opportunity to give, more than as a sacrifice.</p> <p><b>The Golden Temple</b> How far do Sikhs go? Literally to the Golden Temple of Amritsar (BBC Learning clips 675 A Special Place) When/why do Sikhs travel to the Golden Temple?</p> <p><b>Marriage</b> Have question 'What is important when you are marrying someone?' on board. Children to write their ideas on post-it notes and share with the rest of the class. Explain that a Sikh wedding is held in the Gurdwara and a passage from the Guru Granth Sahib (holy book) is read. Watch Sikh wedding (Clip 3776 Equality for Sikhs, BBC Learning clips). Explain that many Sikh weddings are arranged marriages. What does this mean? Are Sikhs sacrificing anything if they agree to marry the person their parents have selected for them? What are the advantages of arranged marriage? Even if they did not love each other when they married, could this love grow as they share their lives together? Invite a Sikh visitor in to discuss their beliefs/thoughts on marriage/arranged marriage.</p> <p><b>5Ks</b> Show children the 5Ks (artefacts) and explain what they represent. Watch BBC Learning clip 4801 'The Importance of music to Sikhs'. Children to jot down evidence of things a Sikh may choose to do e.g. not cut their hair. How far would they go to protect someone they love? Do children think anything is important enough to give your life up for? Refer to some love songs where people sing that they would die for the one they love. What do children think about this?</p>		<b>Evidence in Discovery RE Journals:</b> Rank ordered pictures with answers to the 2 questions.	
<b>Year: 5</b>	<b>Term: Autumn 1</b>																				
<b>Theme: Belief into action</b>	<b>Religion: Sikhism</b>																				
<b>Key question for this enquiry:</b> How far would a Sikh go for his/her religion?																					
<b>Learning Objectives:</b> We are learning to compare the different ways Sikhs put their religion into practice.																					
<b>Areas of enquiry selected</b>	<b>Areas of focus</b>																				
AT1 Strand A <b>B C</b>	AT2 Strand D E <b>F</b> Believing/Belonging																				
<b>Teaching and Learning Activities</b>																					
<p><b>Step 1 Engagement (1 lesson) AT2 (p)</b> How far would you go i.e. to what extent would you apply yourself to get fit and healthy enough to run cross-country for the school team? Children stand on an imaginary continuum to show the range of levels of commitment to this goal. Why would some exercise, train and watch their diet and others wouldn't bother? Do they all think that being healthy is important i.e. share a belief? How do they put this into practice? Different levels of commitment. What determines these levels? Other examples.</p> <p><b>BRIDGE: LEVELS OF COMMITMENT</b></p> <p><b>Step 4 Expression (1 lesson) AT2 (p)</b> Children think about something that is really important to them - it could be a hobby. Given a list of things to decide if they would give that up for their chosen hobby or not e.g. time, money, etc. Make a bar or pie chart to show what you are committed to and to what extent.</p> <p><b>Step 3 Evaluation (1 lesson) AT2 (imp)</b> Give children picture cards depicting a range of the aspects studied in the investigation lesson, e.g. Story of the Khaisa/S K's wedding/Guru Granth Sahib/Golden Temple/Langar/Amrit Ceremony... and ask them to rank order them, the aspect that would take the most effort/sacrifice for a Sikh down to the easiest. Children then answer the questions: Why do Sikhs put so much effort into their religion? Is it OK that not all Sikhs put the same amount of effort in?</p> <p><b>Step 2 Investigation (3 lessons) AT1</b> During the forming of the Khaisa some Sikhs were prepared to sacrifice their lives (see story on Sikhnet/British Library websites). Guru Nanak expected Sikhs to give a lot for and to their religion. What are they prepared to give? What levels of commitment? Watch BBC Learning clip 3777 online 'Sikh beliefs and worship'. Children to jot down anything that Sikhs give up e.g. their money to buy food for and time to make and serve the Langar. Sikh services are always followed by a meal called the Langar. The Langar is important to Sikhs because it is a meal that symbolises the Sikh belief that all people are equal. Do children think this is important enough for a Sikh to give up their time for? The five key Sikh beliefs are:</p> <ul style="list-style-type: none"><li>• God is in everything</li><li>• It is a Sikh's duty to serve others</li><li>• All people should be treated as equals</li><li>• Sikhs should share what they can with others</li><li>• Sikhs should earn their living earnestly</li></ul> <p><b>The Langar</b> Which of the key beliefs are highlighted through the 'Langar'? Establish that Sikhs believe it is a good thing to treat people equally and share with people. Sikhs see the Langar as an opportunity to give, more than as a sacrifice.</p> <p><b>The Golden Temple</b> How far do Sikhs go? Literally to the Golden Temple of Amritsar (BBC Learning clips 675 A Special Place) When/why do Sikhs travel to the Golden Temple?</p> <p><b>Marriage</b> Have question 'What is important when you are marrying someone?' on board. Children to write their ideas on post-it notes and share with the rest of the class. Explain that a Sikh wedding is held in the Gurdwara and a passage from the Guru Granth Sahib (holy book) is read. Watch Sikh wedding (Clip 3776 Equality for Sikhs, BBC Learning clips). Explain that many Sikh weddings are arranged marriages. What does this mean? Are Sikhs sacrificing anything if they agree to marry the person their parents have selected for them? What are the advantages of arranged marriage? Even if they did not love each other when they married, could this love grow as they share their lives together? Invite a Sikh visitor in to discuss their beliefs/thoughts on marriage/arranged marriage.</p> <p><b>5Ks</b> Show children the 5Ks (artefacts) and explain what they represent. Watch BBC Learning clip 4801 'The Importance of music to Sikhs'. Children to jot down evidence of things a Sikh may choose to do e.g. not cut their hair. How far would they go to protect someone they love? Do children think anything is important enough to give your life up for? Refer to some love songs where people sing that they would die for the one they love. What do children think about this?</p>																					
<b>Evidence in Discovery RE Journals:</b> Rank ordered pictures with answers to the 2 questions.																					
PE	<p><b>Football</b></p> <p>LESSON 1 To develop attacking skills and apply them to different situations.</p> <p>LESSON 2 To send and receive under pressure.</p> <p>LESSON 3 To communicate with my team, move into space and take the ball towards goal.</p> <p>LESSON 4 To use defensive techniques to win possession.</p> <p>LESSON 5 To apply defending tactics as a team.</p> <p>LESSON 6 To use and apply skills, principles and tactics to a game situation.</p>	PSHE	<ul style="list-style-type: none"><li>- To understand and list the attributes of a good friend</li><li>- To identify the qualities of a good friend</li><li>- To consider the rights and responsibilities we have in friendships</li><li>- To explain what peer pressure is and know ways to challenge it</li><li>- To explain the possible repercussions of feeling excluded</li><li>- To know where to turn in times of unhappiness or when witnessing something you are unsure about</li><li>- To explain what makes a situation fair or unfair</li></ul>																		
Final quality products	<ul style="list-style-type: none"><li>- Painted solar systems with explanations on seesaw</li></ul>	Home learning opportunities	<ul style="list-style-type: none"><li>- Research solar system at home (BBC Bitesize)</li></ul>																		

	<ul style="list-style-type: none"> <li>- Persuasive pieces on seesaw about their chosen planet</li> <li>- Setting description written up neatly</li> </ul>		<ul style="list-style-type: none"> <li>- Recording moon phases as homework.</li> <li>- Literacy writing opportunities</li> </ul>
--	--	--	--

### Enriching our curriculum and personal development opportunities

Prior opportunities	Experience	Learning to come from those activities
	<ul style="list-style-type: none"> <li>- Felt making</li> <li>- Quiz club</li> <li>- Theatre in school production</li> <li>- Planetarium visit</li> <li>- Visit to Peacock meadows</li> </ul>	From these activities, children will further develop their independence, collaboration, perseverance and optimism. They will also learn how to challenge themselves in an environment outside of the classroom. This should further develop their self-esteem and confidence, and deepen their understanding of the Year 5 curriculum.

### International Education (IE)

International Education (IE)		International Tasks: <i>Starters/Plenaries/15-30-minute activities</i>
<b>Prior learning:</b> <ul style="list-style-type: none"> <li>✓ Aspects of similarities and differences</li> <li>✓ British values</li> <li>✓ Learning about toys y2 and developing this further to explore toys from different places and times.</li> </ul> <b>Revisit within this year</b> <ul style="list-style-type: none"> <li>✓ Discussion of maps and atlases to find different countries</li> <li>✓ Exploration of writing systems (Roman numerals)</li> </ul>	<b>International Targets (choose all that apply):</b> <ul style="list-style-type: none"> <li>• Locate and identify countries on a map and providing the international context for this topic</li> <li>• Understanding different cultures, values and customs</li> <li>• Similarities and differences between UK and other countries</li> <li>• Building tolerance and respect for other cultures</li> <li>• Understanding details, similarities and differences of the lives of others, past and present</li> <li>• Trade, tourism and travel (to and from UK)</li> <li>• Identify activities and habits which are different from but equal to their own</li> <li>• Significance of relevant celebrations / rituals</li> <li>• Recognising individuality and independence of separate cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about other countries space ports</li> <li>• Learning about cultures and countries which practice Sikhism as their main religion</li> <li>• Learning about space exploration and the achievements of Russia and the USA</li> </ul>

## Climate and Sustainability Education

Handwashing/Usage of paper

Snack/ Food wastage

Green jobs