

Year Group - 5	Term – Autumn 1	Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Name of Unit Overview – Space		Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds.
		Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
		Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.
		Context, Big Questions and Wider World impact Where in Bracknell is suitable for a space port? What is the most important event in the space race? How are the planets held in space? What are time zones? What is the most effective shape for a space shuttle?	
Subject specific learning areas			
Science			Suggested journey of the unit
Prior learning and where the objectives are revisited later in the year.	Key year group learning Can we.....? Do we know.....?		
Working scientifically KS2: - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Can we...? - Describe the movement of the Earth and other planets relative to the solar system - Identify the effects of air resistance that acts between moving surfaces - Describe the different properties of the planets in our solar system. Do we know...? - That the Sun, Moon and Earth are approximately spherical bodies. - That the planets orbit the Sun. - That the distance of a planet from the sun affects the length of its orbit.		1. Features of the planets and creating a model of the solar system. 2. Investigation into shadows and the movement of the Earth using software to create graphs and tables to record our results. 3. Investigation into air resistance and how gravity effects the speed and distance objects travel.

- using straightforward scientific evidence to answer questions or to support their findings.		
Humanities – History & Geography		
Prior learning and where the objectives are revisited later in the year. Year 3: - To ask and answer questions about how technology changed the world and whether it was for the better or worse - To know that advances in technology have moved quickly and are still evolving daily. Year 4: - To understand the importance of British involvement in world exploration both past and present (including space exploration) - 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	Key year group learning History Can we.....? - To know when, why and how the Space Race began and who was involved. - 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. - To describe the key events in the space race (eBooks created on each key event by groups of children). - To ask and answer historical questions about the Space Race and key events. - 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. Do we know.....? - The events that took place in the space race, and why these were historically important. - The chronological order of the events in the space race. - The importance of women in the space race and how they contributed.	1. Understanding why the space race started, and learning about when the key events took place. 2. Researching a specific event in the space race and creating a multimedia presentation. 3. Share presentations and create key notes on each event.

Art and Design & Design Technology		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
Prior learning and where the objectives are revisited later in the year.	Key year group learning	
Prior learning: Revisited within Year 5 - Blending paints to create an atmosphere - To explore how the use of complementary and analogous colours to create different effects and moods - To use a range of artistic painting tools to create different paint effects - Sketching our designs, and using methods to create texture and shading - Critiquing an artist	<u>Art</u> <u>Peter Thorpe</u> Can we...? ✓ Layer textures ✓ Blend chalk pastels ✓ Apply a variety of implements to create different effects ✓ Describe the features of abstract expressionism ✓ Review and evaluate our artwork Do we know...? ✓ What abstract expressionism is ✓ Who Peter Thorpe is and how he contributed to abstract expressionism ✓ How abstract expressionism was established	
Computing and Technological Understanding		See History planning as there is a crossover between computing and history.
Prior learning:	Key year group learning	
Year 3: - Increasing speed and accuracy with typing: -use index fingers on keyboard home keys (f/j) -use left fingers for a/s/ d/f/g, and use right fingers for h/j/k/l - edit the style and effect of my text and images to make my document more engaging and eye-catching. For example, borders and shadows. - use cut, copy and paste to quickly duplicate and organise text. -Start to input simple data into a spreadsheet. Year 4: - Creating algorithms - Type and design a variety of documents, posters and leaflets using ICT. Learn rules for creating neat word-processed work.	Can we...? Enter formulae into a spreadsheet to solve calculations and model scenarios, including using =SUM () and statistical functions. • Change the format of cells using: text alignment, borders and data types. Children develop the excel spreadsheet skills to record a data handling project • Create a multimedia on-screen presentation over several slides, adding animation and transition effects to enhance it. - Compare techniques used for manipulating and putting pressure on people online. Do we know...? - What online hazards are and how to respond to them safely. - The term 'digital footprint' and describe strategies for reducing it. - How to stay safe when watching and recording videos online. - How to safely send digital messages. - How to design and make a multi-media presentation about a learning topic or them self.	

- Confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text - Use font sizes appropriately for audience and purpose. - Use spell check and thesaurus including through Siri and other AI technology -Produce a multimedia video topic about topic with music and narration.			
Vocabulary Oracy activities	Vocab: solar system, geocentric, heliocentric, spherical, gravity, orbit, revolution, rotation, axis, space race, digital footprint, digital, stippling, Challenge 10: Visual thinking Quality criteria Bagel thinking	Immersion Activity - What do they need to know? How are you going to motivate and inspire learning within the topic? Trips/ Visits / Experiences	✓ Local area fieldwork ✓ Paint and create solar systems - Planetarium in school
	Discrete subject learning focus areas		
Music	About the unit 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. • Lesson 1: Identify the structure of a song and analyse the song lyrics to appreciate the role of metaphor. • Lesson 2: Writing the lyrics of a hook. • Lesson 3: Create a tune for your hook. Written for Sing Up by Jackie Schneider with contributions from Tim Wilson. Sing Up: Why we sing	RE	Christianity God: - Theme: What Christians believe about God - Key Question: What does it mean (for Christians) if God is holy and loving?
PE	Fitness Lesson 1 - To understand how speed helps me in other activities and apply this. Lesson 2 - To understand how strength helps me in other activities and apply this.	PSHE	- To understand and list the attributes of a good friend - To identify the qualities of a good friend - To consider the rights and responsibilities we have in friendships - To explain what peer pressure is and know ways to challenge it

Lesson 3 - To understand how agility helps me in other activities and apply this. Lesson 4 - To understand how balance helps me in other activities and apply this. Lesson 5 - To understand how co-ordination helps me in other activities and apply this. Lesson 6 – To understand how stamina helps me in other activities and apply this. Rugby Lesson 1 - To apply attacking skills to a game situation. Lesson 2 - To make decisions and understand when to pass and when to run with the ball. Lesson 3 - To apply attacking skills effectively within the rules. Lesson 4 - To work as a team to delay opponents and stop the opposition from scoring. Lesson 5 - To apply attacking skills to create space and beat a defender. Lesson 6 – To apply rules and skills to take part in competitive games.		- To explain the possible repercussions of feeling excluded - To know where to turn in times of unhappiness or when witnessing something you are unsure about - To explain what makes a situation fair or unfair	
Final quality products	- Painted solar systems with explanations on seesaw. - Persuasive pieces on seesaw about their chosen planet. - Setting description written up neatly.	Home learning opportunities	- Research solar system at home (BBC Bitesize) - Recording moon phases as homework. - Literacy writing opportunities.
Enriching our curriculum and personal development opportunities			
Prior opportunities	Experience	Learning to come from those activities	
	- Planetarium visit	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 Tasks:
Prior learning: ✓ Aspects of similarities and differences ✓ British values	International Targets (choose all that apply): • Locate and identify countries on a map and providing the international context for this topic		<i>Starters/Plenaries/15-30-minute activities</i> • Learning about other countries’ space ports

Handwashing/Usage of paper
Snack/ Food wastage
Green jobs

✓ Learning about toys (y2) and developing this further to explore toys from different places and times. Revisit within this year ✓ Discussion of maps and atlases to find different countries. ✓ Exploration of writing systems (Roman numerals).	• Understanding different cultures, values and customs • Similarities and differences between UK and other countries • Building tolerance and respect for other cultures • Understanding details, similarities and differences of the lives of others, past and present • Trade, tourism and travel (to and from UK) • Identify activities and habits which are different from, but equal to, their own • Significance of relevant celebrations / rituals • Recognising individuality and independence of separate cultures	• Learning about cultures and countries which practice Sikhism as their main religion • Learning about space exploration and the achievements of Russia and the USA
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