



<u>Year group: 5</u>	<u>Term: 5</u>		<u>Enquiry Question: Will the next space travel be similar to the moon landing?</u>
	Essential knowledge:	Essential vocabulary	Essential Skills:
Creative development	<p><b><u>Art</u></b></p> <p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>- To use paint creatively and accurately.</li> <li>- To know how to use a range of materials to within painting.</li> <li>- To continue to improve mastery art techniques when studying great artists- Peter Thorpe.</li> </ul> <p><b><u>Music</u></b></p> <p><b><u>Dancing in the Street</u></b></p> <p><b><u>Playing / Understanding staff notation</u></b> To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- The instruments used in class (a glockenspiel, a recorder)</li> <li>- Other instruments they might play or be played in a band or orchestra or by their friends.</li> <li>- Different ways of writing music down – e.g. staff notation, symbols</li> <li>- The notes C, D, E, F, G, A, B + C on</li> </ul>	<p>Visual Elements Culture Pattern Printing Abstract Complementary Saturated Contrasts Block wash Tint Tone Shade</p> <p><b><u>Dancing in the Street</u></b></p> <p>Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse,</p>	<p><b><u>Art</u></b></p> <p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>- Work on preliminary studies to test media and materials.</li> <li>- Create imaginative work from a variety of sources.</li> </ul> <p><b><u>Music</u></b></p> <p><b><u>Dancing in the Street</u></b></p> <p><b><u>Playing / Understanding staff notation</u></b></p> <ul style="list-style-type: none"> <li>- To play a musical instrument with the correct technique within the context of a song.</li> <li>- To select and learn a differentiated instrumental part that matches their musical challenge from memory or using notation.</li> <li>- To rehearse and perform their part within the context of the song.</li> <li>- To listen to and follow musical instructions from a leader.</li> <li>- To lead a rehearsal session.</li> </ul>

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	<p>the treble stave</p> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>- To know that a composition is music that is created by a composer and kept in some way so that it can be played or performed again.</li> <li>- To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>- To recognise the connection between sound and symbol</li> </ul>	<p>rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p><u>Composing</u></p> <ul style="list-style-type: none"> <li>- To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. To explain the keynote or home note and the structure of the melody.</li> <li>- To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>- To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
<p>Knowledge &amp; Understanding of the world</p>	<p><u>History</u></p> <p><u>Will the next space travel be similar to the moon landing?</u></p> <ul style="list-style-type: none"> <li>- In topic, our children will learn about the Space Race and will focus on the following:</li> <li>- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066             <ul style="list-style-type: none"> <li>- the space race</li> </ul> </li> <li>- Know and sequence key events of time studied             <ul style="list-style-type: none"> <li>- Use relevant terms</li> </ul> </li> </ul>	<p>Planet Spherical Rotation Solar system Orbits</p>	<p><u>History</u></p> <p><u>Will the next space travel be similar to the moon landing?</u></p> <ul style="list-style-type: none"> <li>- To understand the methods of historical enquiry including how evidence is used to make historical claims.</li> <li>- To gain historical perspective by placing their growing knowledge into different contexts and understand connections between local, national and international history.</li> <li>- To understand how knowledge of the past is constructed from a range of sources.</li> </ul>



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	<p>Compare accounts of events from different sources – fact or fiction</p> <ul style="list-style-type: none"><li>– Offer some reasons for different versions of events</li></ul> <p>Begin to identify primary and secondary sources</p> <ul style="list-style-type: none"><li>– Use evidence to build up a picture of a past event</li><li>– Select relevant sections of information</li><li>– Use the library and internet for research with increasing confidence</li></ul> <p><b><u>RE</u></b></p> <p><u>Key Question: Why do people of faith make a pilgrimage?</u></p> <ul style="list-style-type: none"><li>– Describe the significance of places of pilgrimages and explain, with reference to religious beliefs, the importance of pilgrimage sites; they will be able to explore the thoughts, feelings and experiences of those who undertake a pilgrimage.</li></ul>	<p>Pilgrimage Journey Faith members Ritual Community</p>	<p><b><u>RE</u></b></p> <p><u>Key Question: Why do people of faith make a pilgrimage?</u></p> <ul style="list-style-type: none"><li>– To be able to explain the importance of pilgrimage in a number of faiths.</li></ul>
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	<p><b><u>French</u></b></p> <p><u>School life</u></p> <ul style="list-style-type: none"> <li>- Know how to engage in a conversation and ask answer questions.</li> <li>- Know how to express opinions and respond to other about myself and interests.</li> <li>- Know how to broaden my vocabulary and can develop new words by using a dictionary.</li> </ul>	<p>Quelle matière préfères-tu? J'aime mieux Est-ce que je peux S'il vous plait</p>	<p><b><u>French</u></b></p> <p><u>School life</u></p> <ul style="list-style-type: none"> <li>- Engage in conversations; ask and answer questions; express opinions and respond to others about myself and interests.</li> <li>- Broaden their vocabulary and develop their ability to understand new words that are introduced including through using a dictionary.</li> </ul>
<p>SMSC</p>	<p><b><u>Relationships</u></b></p> <p>Children are taught to recognise that friendships change and know how to make new friendships, reflect on how to make and manage friendships.</p> <p>Children will achieve this by:</p> <ul style="list-style-type: none"> <li>- Recognise how friendships change.</li> <li>- Know how to make new friends.</li> <li>- Know how to stand up for myself and how to negotiate and compromise.</li> <li>- Understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.</li> <li>- Understand how to stay safe when using technology to communicate with my friends.</li> <li>- Recognise pressures using technology in ways that might harm others.</li> </ul>	<p>Characteristics Personal qualities Attributes Self-esteem Friendships Negotiate Compromise Trust Loyalty Anger Betrayal Empathy Boyfriend Girlfriend Attraction Pressure Comfortable Body language</p>	<p><b><u>Relationships</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- Resist pressures to use technology in ways that are risky or may cause harm to others.</li> <li>- Explain how to stay safe when using technology to communicate.</li> </ul>



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<p>Scientific &amp; technological understanding</p>	<p><b><u>Science:</u></b></p> <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> <p><b><u>Computing</u></b></p> <p><u>Creating presentations (unit 5.8)</u></p> <ul style="list-style-type: none"><li>– To know how to create a presentation.</li><li>– Know how to edit and improve a presentation.</li><li>– Know how to present information appropriately.</li><li>– Understand how to save and print a presentation that created.</li></ul>	<p>Sun Earth Moon Planets Solar system Rotation</p>	<p><b><u>Science</u></b></p> <ul style="list-style-type: none"><li>– Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li></ul> <p><b><u>Computing</u></b></p> <p><u>Creating presentations (unit 5.8)</u></p> <ul style="list-style-type: none"><li>– To be able to add text and images to a presentation.</li><li>– Use headings and word art appropriate for the presentation.</li><li>– Create tables and hyperlinks within a presentation.</li><li>– Use different fonts.</li><li>– Use bullet points and numbering within a presentation.</li></ul>
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<p>Physical development</p>	<p><b><u>Physical Development</u></b></p> <p><u>Nimble Nets (Unit 5.5)</u></p> <ul style="list-style-type: none"> <li>- Know the correct technique for forehand, backhand and volley.</li> <li>- Explore tactics for beating an opponent.</li> <li>- Learn the correct techniques for an overhead serve.</li> </ul> <p><u>Cool Core (Unit 5.5)</u></p> <ul style="list-style-type: none"> <li>- Explore techniques to improve balance and core strength</li> <li>- Learn improvement is needed and how to improve.</li> </ul>	<p><u>Nimble Nets (Unit 5.5)</u></p> <p>Vocabulary Backhand Drop serve Forehand Overhead serve Rally Rally building Volley</p> <p><u>Cool Core (Unit 5.5)</u></p> <p>Cool Core Chair pose Flexibility Fluency Sequence Fluency Core</p>	<p><b><u>Physical Development</u></b></p> <p><u>Nimble Nets (Unit 5.5)</u></p> <ul style="list-style-type: none"> <li>- To identify and apply techniques for hitting a tennis ball.</li> <li>- To develop the techniques for ground strokes and volleys</li> <li>- Improve forehand accuracy.</li> <li>- Consolidate backhand technique.</li> <li>- Use all strokes appropriately</li> <li>- To practise techniques for all strokes.</li> <li>- To use the scoring system and court for singles tennis.</li> <li>- Run towards the net to play a volley (approach shot).</li> <li>- Play a game of singles tennis.</li> <li>- To play a tennis game using an overhead serve and the correct selections of shots.</li> <li>- Practise all the shots needed to beat an opponent</li> <li>- Apply all the tennis skills learned to a game.</li> <li>- Choose the correct shot to play when trying to beat an opponent.</li> </ul> <p><u>Cool Core (Unit 5.5)</u></p> <ul style="list-style-type: none"> <li>- Identify techniques to improve balance and core strength.</li> <li>- Perform Pilates/yoga moves with accuracy.</li> <li>- Learn a new pose with accuracy.</li> <li>- Help a partner to achieve good technique by observing and coaching</li> <li>- To identify techniques to improve balance and core strength.</li> <li>- To improve co-ordination.</li> </ul>
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<b><u>Guided Reading text and other linked books</u></b>	<b><u>Links to prior learning</u></b>	<b><u>Adaptations to the curriculum for SEND</u></b>	<b><u>Key questions</u></b>
Wonder	Famous people – Neil Armstrong and Tim Peak		Will another man land on the moon? Why hasn't another space human managed to land on the moon since Neil Armstrong? What is the space race?