

Opportunities to support English:

(Texts: Where the Forest Meets the Sea / Kensuke's Kingdom / Observational Poems)

- Descriptions of tropical settings
- Diary entries
- Poems
- Mayan Play scripts link to History

DT:

How can I use computer programming to control a vehicle?

Use crumble software to control the movements of an electronic car via electronic inputs and outputs.

PE:

How can we use apparatus safely?

Create and refine a sequence.

How can I control a ball accurately with my feet?

Further develop skills to play a game of football.

RE:

How do Hindus celebrate Diwali?

Enquire into the concept of good and evil.

Art:

How have good and evil been portrayed by artists in the past?

Study how great artists have depicted the concepts of good and evil. Plan and complete their own drawing showing this concept.

PSHE:

Is it ok to say no?

Learn about appropriate friendships and keeping safe including online.

How and why will my body change?

Learn the key facts about puberty and the changing adolescent's body.

Super Starter

Chichester Planetarium Trip

Marvellous Mayans!

How did Mayan life compare with life today?

Fantastic Finish

PBL Space Museum

Science:

Space and Gravity: What goes on in our solar system?

Learn fascinating facts about our solar system.

Electricity: How do electrical circuits work?

Extend knowledge of electrical circuits.

Computing:

How can I create an interactive quiz using PowerPoint?

Use repeated hyperlinks to create a PowerPoint quiz all about the Mayans.

Spanish:

How can I describe body parts in Spanish?

Extend vocabulary knowledge.

How do Spanish celebrate?

Learn about the Day of the Dead and Christmas festivals.

Geography:

What is unique about chocolate?

Explore economic activity for the Mayans in Mexico.

History:

How did Mayan life compare with today?

Study Mayan society and the possible reasons for its decline.

Music:

What do the planets sound like?

Describe the music from Holst's The Planets.

Why was music important to the Mayans?

Compose some Mayan music.

Opportunities to support Maths:

- Data handling as part of science

Visits / Visitors

- Marvellous Mayans –
- Planetarium Trip

Extra Resources

- Open box performance

Community Links

- Email examples of PBL learning to Planetarium
- Thank you letters sent to appropriate groups

Personal Development Opportunities

- Hearts Morning Activities
- Poetry Performance
- Diwali Celebration

Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
5	Autumn term	16 th October / 11 th December

Project Homework:

This term we have selected a variety of different homework projects that we think you and your child will enjoy completing at home. We ask that your child attempt at least one task per half term although they can do more if they wish. The deadline dates for submission of homework tasks are Monday 16th October and Monday 11th December. However, your child can bring their work in at any time before these dates.

Autumn Term Projects

- Make your own Mayan style pyramid – what creative materials could you use?
- Make / cook something fit for a Mayan. What might they have eaten? Take a photo or bring it in to share. How about making up your own recipe based on maize.
- Make a Mayan statue.
- Create your own Mayan style game. Tell us how it is to be played, the rules and everything about it. Can you have a go at playing the game?
- Research and sketch what a Mayan house would look like.
- Create a page from a travel brochure or a Trip Advisor review to entice people to visit Central America on holiday. What exciting things could they do?
- Produce a fact file about a part of Central America. You could include a picture of the flag, information about the climate, population, industry, agriculture and tourism. This could be completed as a poster, leaflet, booklet, PowerPoint or in any other creative format you can think of.
- Write a script with at least two characters. What do the characters say to each other? Where are the characters? What will the characters do?



We hope that a couple of these tasks sound appealing and we look forward to seeing how you get on.
The Year 5 Team.

Weekly Homework:

Read five times a week, record in your reading diary and bring your diary in to school.
Practise all times tables and division facts to prepare for weekly tests.
Complete MY MATHS online homework
Complete spelling task or learn example words for testing.

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<p>ART</p> <p>Drawing (Good / Evil Portraits)</p> <p>Artist study – Francis Bacon / Paul Klee / Picasso / Dali)</p> <p><i>KEY QUESTION: The Dark side or into the light: How has good and evil been portrayed by artists in the past?</i></p> <p><i>KEY VOCABULARY: sketching Shading Hatching texture</i></p>	<p>To use sketchbooks to practice techniques and to record ideas.</p> <p>To learn about great artists in history.</p> <p>To improve mastery of drawing techniques.</p> <p><i>INITIAL ASSESSMENT: Ask children to sketch a good/evil picture using pencil. Share and discuss themes and any good sketching techniques. Select an area of their work to develop (e.g line, tone, shading, texture).</i></p> <p><i>FINAL ASSESSMENT: Children create their own good/evil picture inspired by their favourite artist, own choice of media, showing an understanding of techniques.</i></p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, shading, texture.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Use drawing techniques to explore work from other sources e.g photographs/pictures.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>Discuss famous artists and look at examples of his/her work. Record thoughts/observations in sketch books. How have they explored the concepts of good and evil?</p> <p>Use viewfinders to explore areas of pictures in more detail.</p> <p>Discuss drawing techniques and practice these using different media (e.g different types of pencil/ charcoal/pen).</p> <p>Practice different techniques (sketching, shading, hatching) within their own work. Use the viewfinder to focus on an area of an artist's drawing...can they recreate this?</p> <p>Plan their own drawing showing good and evil. What media will they use? How will they show/good evil? Can they use different drawing techniques to good effect?</p> <p>GREATNESS / RESILIENCE / ORIGINALITY / WONDER Be AMBITIOUS</p>

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		Identify artists who have worked in a similar way to their own work.	
COMPUTING Desktop Publishing (Mayan PowerPoint / Quiz) KEY QUESTION: <i>How can I create an interactive quiz using PP?</i> KEY VOCABULARY: Hyperlinks, Repeat loop, Evaluation	To understand how repeated hyperlinks within PP create a quiz. <i>INITIAL ASSESSMENT:</i> <i>Create one set of question cards with link to “correct” “incorrect” slides</i> <i>FINAL ASSESSMENT:</i> <i>Ensure presentations are of a suitable quality to share with parents and pupils from other classes.</i>	Understand that programs like PowerPoint are primarily about presenting information in manageable chunks/slides. Add slides and change their layout. Add text to a slide and how to modify it using simple formatting tools. Create hyperlinks within a presentation.	Create a five question powerpoint using links from correct slides to next questions and from incorrect answers to the previous question. Work independently to create a multi slide presentation. Use transitions to improve the quality of a presentation Include slide links within a presentation to reflect multiple answers. Children create question with three possible answers. Incorrect answers link back to the question; correct answers link to next question. Children need time to research the question content. INDEPENDENCE
DT Electronics (Crumble Kits) KEY QUESTION: <i>How can I use computer programming to control a vehicle?</i>	To explore a computer programme to complete simple movements. To use my understanding to produce more complex movements. To evaluate my skills and troubleshoot bugs in my code.	Design – Explore using the crumble programme to make simple movements. Make – Build on their knowledge of simple movements to put a series of movements together to make a more complex programme.	Crumble Kits – Children to create a program to control the crumble kit cars for a range of uses e.g. different routes, races, traffic lights. Design – Children to use ‘scratch-like’ program to code a route for the crumble kit to take. Children will need to experiment with the car and commands to see what is possible with them. Part of this design process will be the children attempting simple individual movements. These will include: - Forward – backwards – right turn – left turn – full turn – circular route Only when each of these has been successfully completed, children will move on to the ‘Make’.

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<p>KEY VOCABULARY: <i>Design brief, purpose, audience, components, input, output, trouble shooting, coding</i></p>	<p>INITIAL ASSESSMENT: <i>Children discuss the 'input' needed to direct a peer along a route.</i></p> <p>FINAL ASSESSMENT: <i>Children to use 'input' and 'output' knowledge to direct cars along route.</i></p>	<p>Evaluate – Evaluate the success of their code and troubleshoot when something doesn't go to plan.</p>	<p>Make – Start to understand that mechanical and electrical systems have and input and output. Be aware of what components are needed to make a complete circuit. Children will then use their knowledge from the design section to code the cars to follow a series of route drawn out on paper. These will begin simple (a small circular route) and will increase in difficulty (figure of eight). If the children manage to successfully code routes they will then be given a route that includes a 'traffic light' and 'parking area'. Finally, the children will be asked to design their own route using all of these skills.</p> <p>Evaluate – Children can troubleshoot simple problems by finding a bug and fixing. Begin to evaluate their work both during and at the end of a project using key questions. Does my product fit the design brief? What worked well? Why? What would you change? Why? What new skills have you learnt? How could these skills be used for other activities/ tasks?</p> <p>(RESILIENCE / TEAMWORK)</p>
<p>GEOGRAPHY</p> <p>Economic Activity – Mexico's Chocolate Industry</p> <p>KEY QUESTION: <i>What is unique about chocolate?</i></p> <p>KEY VOCABULARY: <i>economy, climate,</i></p>	<p>AIM: To improve knowledge and understanding of economic activity linked to chocolate and how the UK is connected to North America through trade</p> <p>1. To locate the world's countries, using maps to focus on North America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Develop knowledge of the location of each continent and ocean.</p> <p>Identify continents and oceans bordering North America.</p> <p>Identify the human and physical features of North America and describe the pattern across the continent using the four points of a compass.</p>	<p><u>Where in the world is North America and what is it like?</u></p> <p><u>Objectives:</u> 1, 2, 7, 8, 9</p> <p><u>Resources:</u> PPT1, maps, globe, atlas, images, blank North America map</p> <p>Chn quickly recap the world's continents and oceans before identifying the continents and oceans bordering North America. Chn read maps to find out about North America's environmental regions, key physical/ human characteristics, countries, major cities. Chn describe the pattern to features they have identified using the four points of a compass.</p>

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<i>employment, tourism, fair trade</i>	<p>2. To identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night).</p> <p>3. To understand physical geography: climate zones.</p> <p>4. To understand physical geography: biomes and vegetation belts.</p> <p>5. To understand human geography: the distribution of natural resources including food and water.</p> <p>6. To understand human geography: economic activity including trade links.</p> <p>7. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>8. To use the four points of a compass to build their knowledge of the wider world.</p>	<p>Use key locational and positional vocabulary.</p> <p>Identify the human and physical features of Mexico and describe the pattern across the country using the four points of a compass.</p> <p>Compare the UK with Mexico. Learn that the chocolate flavour comes from a cocoa pod which grows on a tree.</p> <p>Develop the knowledge that Mexico is the world's largest grower (producer) and seller (exporter) of cocoa in the world - 40%.</p> <p>Recognise where cocoa is grown and understand the conditions needed for growing.</p> <p>Understand that the climate of Mexico is different to the</p>	<p><u>Where in North America is Mexico and what is it like?</u> <u>Objectives:</u> 1, 2, 7, 8, 9 <u>Resources:</u> PPT2, maps, globe, atlas, blank Mexico map Chn locate the Mexico using key vocabulary including its position within North America, bordering countries and oceans. Chn identify the time in Mexico compared to the UK. Chn plot and plan a journey from the UK to Mexico. Chn read maps to find out about the Mexico's environmental regions, key physical and human characteristics, countries, and major cities. (WONDER) Chn describe the pattern to features they have identified using the four points of a compass.</p> <p><u>What connects us to Mexico?</u> <u>Objectives:</u> 2, 3, 4, 6, 7, 9 <u>Resources:</u> Atlas, maps, images of cocoa pods, beans, trees and chocolate, Game - What can I feel? Place a few items under a towel or in a bag for children to feel and guess what the connection is, e.g. a leaf, some sand, a chocolate bar, a football Chn predict answer to the key question with suggested reasons. Chn read maps to give ideas about what connects us to Mexico. Chn make connections between the similarities and differences between the UK and Mexico. Chn play games with images, questions and secret objects to lead them to the chocolate connection. (TEAMWORK) Chn find out about the chocolate connection to Mexico. (WONDER)</p> <p><u>Where is cocoa grown?</u> <u>Objectives:</u> 2, 3, 4, 5, 7, 8, 9, (10) <u>Resources:</u> World map showing top 10 cocoa producing countries. World cocoa production – graph (Grown - 10° north and south of the equator in humid tropic climates with regular rains and a short dry season. They need even temperatures between 21-23°C with fairly constant rainfall all year of 1000-2500mm per year.</p>

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	<p>9. To use symbols and key to build their knowledge of the wider world.</p> <p>10. To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Free-hand map of world and locate continents, oceans and Mexico</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Independent fact-file using evidence to answer key question: 'What is unique about chocolate?'</i></p>	<p>UK because it is closer to the equator and they have more concentrated sun which leads to higher temperatures and rainfall all year round.</p> <p>Empathise and understand the life of a cocoa farmer.</p> <p>Evaluate the farmer's working life.</p>	<p>Is this the same as the UK climate? – no! Average temperature approximately 10°C with a big range (remind them of the winter and summer) and about 800mm of rain each year.)</p> <p>Chn describe location using geographical vocabulary, e.g. equator, latitude, longitude, Africa, South America, North America, Asia. Link to local farms and what is grown on our local farms. Could visit a local farm to look at that they grow, the conditions needed for a successful crop and the risks the crop faces. Chn update prediction and remove or add to suggested reasons. Chn find out where cocoa is grown in the world and explore the conditions needed for growing cocoa to learn how the weather (hot all year round because it is close to the equator and therefore consistent sunshine) supports and allows cocoa to thrive. Chn find out the risks the cocoa plant faces and how farmers combat those risks. (EMPATHY)</p> <p>Chn explore UK farming with a focus on one crop grown locally and compare it to the cocoa plant.</p> <p><u>Who grows the cocoa?</u> <u>Objectives:</u> 6 <u>Resources:</u> Videos of the life of a farmer – YouTube, written stories and descriptions of the life of a farmer, BBC Bitesize: Cocoa farmers fair trade – extracts of the life of a cocoa farmer YouTube – A cocoa farmer's story (set in Ghana not Ivory Coast or Mexico but the message is the same) he man behind your chocolate https://www.bbc.com/bitesize/articles/z7jdnr - economic activity Chn update prediction and remove or add to their suggested reasons. Chn find out about the job of a cocoa farmer and compare it to the life of someone they know who works for context. (EMPATHY) Chn evaluate the benefits and challenges (fluctuating prices due to supply and demand) of being a cocoa farmer.</p> <p><u>How does the cocoa get from Mexico to the UK?</u> <u>Objectives:</u> 2, 6, 7, 8</p>

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		<p>Understand that cocoa gets bought from the farmer, transported to the UK and sold to the manufacturer.</p> <p>Understand that the cocoa gets transported to the UK as a raw product not as a chocolate bar.</p> <p>Understand what factory work is like.</p> <p>Evaluate factory and farm life.</p> <p>Evaluate their answer to the key question using evidence for both sides of the argument before making a final decision.</p>	<p><u>Resources:</u> Atlas – plan a route from Mexico to the UK by boat or plane, BBC Bitesize The key players in the cocoa business – images to show the process of making chocolate from cocoa pod to chocolate bar. Understanding chocolate pricing - for a flow diagram YouTube – Where does chocolate come from and how is it made? https://www.youtube.com/watch?v=4vXb8Tt_VCU Cocoa farmers, traders and exporters, grinders and chocolate manufacturers. This lesson could look at fair trade https://www.bbc.com/bitesize/articles/zk4rmfr - trade Chn think about why the UK imports cocoa and why it is important for countries to trade with each other. Chn learn about the journey of cocoa from the farmer to shop. Chn look at the route the cocoa would take to get to the UK by boat or plane. (WONDER)</p> <p><u>What is it like in a chocolate factory?</u> <u>Objectives:</u> 6, (10) <u>Resources:</u> images of chocolate manufacturing, videos of making chocolate, visit to a factory to see the working conditions and manufacturing process of manufacturing of any kind to show work in a factory– car, food, clothes Chn update prediction and remove or add to their suggested reasons. Chn explore what it is like to work in a chocolate factory. Is it like Willy Wonka’s chocolate factory?! Chn compare work in a factory and work on a cocoa farm. (EMPATHY)</p> <p><u>What is unique about chocolate?</u> <u>Objectives:</u> 2, 3, 4, 5, 6, 7 <u>Resources:</u> resources and evidence from previous lessons Chn give their final answer to the key question. Chn select their best evidence to evaluate the key question.</p>

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		<p>Analyse the results to see how people are employed in the local area.</p> <p>Compare employment in the local area to employment in Mexico.</p>	<p><u>How does our local area make money?</u></p> <p><u>Objectives:</u> 6, 7, 10</p> <p><u>Resources:</u> Fieldwork to find out the types of jobs that people do in their local area - To get information to answer this question you could collect data in the following ways: ask children to ask one parent or grandparent what their job is, e.g. teacher, policeman, shop assistant, parent, lorry driver, builder, cleaner, IT consultant, ask visitors to the school to write down what their job is – leave a piece of paper by reception for them to fill in their job, get some children to ask some parents at the school gates what they do for a job - chn could write down all the jobs that they know of in their local area, e.g. postman, fish and chips, taxi driver, window cleaner, pub landlord</p> <p>The data can be collated and put into a graph for chn to analyse and answer the question – how does our local area make money?</p> <p>Employment sectors</p> <p>https://www.geographyinthenews.org.uk/issues/issue-10/changing-employment/ks2/</p> <p>Find out about the employment in the area - https://www.streetcheck.co.uk/</p> <p>Exports in the Ivory Coast - https://tradingeconomics.com/ivory-coast/exports-by-category NB Find similar for Mexico?</p> <p>Visit Montezumo's chocolate factory locally/invoke them in to school? (WONDER)</p> <p>Chn identify and understand the main jobs in their local area.</p> <p>Chn classify the jobs roughly into primary, secondary, tertiary and quaternary.</p> <p>Chn find out how people in Mexico make money and compare the types of jobs.</p> <p>Chn discuss what they would like to do when they are older and if there are opportunities for the work in the local area.</p>
HISTORY Mayans	To explore where and when the Mayan civilisation existed, how long it lasted and how their	<u>Chronological Understanding:</u> Know and sequence key events of time	Fact find about Mayan civilisation

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<p>(Non-European Society)</p> <p><i>KEY QUESTION: How did Mayan life compare with today?</i></p> <p><i>KEY VOCABULARY: Maya/Mayan City states Temple Cacao Hieroglyphs Calendar Sacrificial rites</i></p>	<p>civilisation compared to others, including a comparison of the organisation of their society to modern Britain</p> <p>To find out about Mayan beliefs religious rituals and practices and to explore the everyday lives of ordinary Mayans, Mayan writing and calendars</p> <p>To explore the possible reasons for the sudden decline of the Mayan civilisation.</p> <p><i>INITIAL ASSESSMENT: Primary school children are less likely to know specifics about the Maya so a written piece of work might not elicit much!</i></p> <p><i>Post-it activity: Children to write down on post-its any facts they do and then on separate post –its, things they would like to know. Stick them somewhere safe!</i></p> <p><i>FINAL ASSESSMENT: Create and perform a play script selling wow factors of the Mayan civilisation, including location/ monuments/architecture/religious rites/ food/technology and inventions</i></p>	<p>studied; use relevant terms and period labels; make comparisons between different times in the past.</p> <p><u>Range and Depth of Historical Knowledge:</u></p> <p>Study different aspects of different people eg. Ordinary v important; examine causes and results of events and the impact on society; make comparisons between different times; compare an aspect of life with another society in another time.</p> <p><u>Interpretations of History:</u></p> <p>Compare interpretations /accounts of life/events from different sources and understand the difference between fact or fiction; offer some reasons for different versions of events and draw conclusions as to why things might have happened the way they did.</p> <p><u>Historical Enquiry:</u> begin to identify primary and secondary sources; use evidence to build up a picture of a past event; make</p>	<p>Comparison of Mayan to other ancient civilisation, including timelines; research into organisation of city states and social hierarchy and direct comparison with the Britain of the period and modern Britain</p> <p>Investigate Mayan religious beliefs and make models of Mayan temples (INDEPENDENCE)</p> <p>Research the daily life of a Mayan and make Mayan – inspired food</p> <p>Study Mayan writing , numbers systems and calendars and write in Mayan hieroglyphs</p> <p>Creatively write about Mayan sacrificial practises (Be EMPATHETIC)</p> <p>Debate the possible causes of the decline of the Mayan civilisation (TEAMWORK)</p>

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		<p>relevant selections of information; use the library and internet to search for information with increasing confidence.</p> <p><u>Organisation and Communication:</u> Recall select and organise historical information; communicate their knowledge and understanding.</p>	
<p>MUSIC (1)</p> <p>Unit: Solar System</p> <p><i>KEY QUESTION: What do the planets sound like?</i></p> <p><i>KEY VOCABULARY: Ostinato, major, minor, consonance, dissonance, solo, unison, time signature.</i></p>	<p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Describe some of the key composers of the Romantic period.</p> <p>Describe what music sounds like the Romantic period and how this is different to the Baroque and Classic periods.</p> <p>Discuss music with increasing awareness of the dimensions.</p> <p>Interpret images to create descriptive sound sequences.</p> <p>Develop the use of dynamics in a song.</p>	<p>Follow lessons in Music Express Book 5 (Ages 9-10), Solar System, pages 14-19. Whiteboard slides and audio files in StaffShare/ Music/ Planning/ Music Express.</p> <p>As Holst, the composer, is a Romantic composer, listen to and discuss other music from the Romantic era including Lili Boulanger, Tchaikovsky and Elgar. BBC Ten Pieces links below. Relate to music timeline in Y5 planning folder. Describe how Romantic music differs to Baroque and Classical, studied in Autumn 1.</p> <p>https://www.bbc.co.uk/teach/ten-pieces/KS2-tchaikovsky-the-nutcracker-waltz-of-the-flowers-russian-dance/z4y3rwx</p> <p>https://www.bbc.co.uk/teach/ten-pieces/KS2-edward-elgar-enigma-variations-11-6-7/zdqdbdm</p> <p>https://www.bbc.co.uk/teach/ten-pieces/KS2-gustav-holst-mars-from-the-planets/zf6hsrd</p> <p>Key questions: How does the music make you feel? Do you feel the same all the way through? Do you think it sounds major or minor or both? Which instruments can you hear? Are there any solo or unison parts? Can</p>

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	<p>To use and understand staff and other musical notations.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Play Tchaikovsky The Nutcracker and ask children to describe it using musical language.</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Play Holst The Planets and ask children to describe it using musical language.</i></p>	<p>Learn a melodic ostinato using staff notation.</p> <p>Perform a song with expression and with attention to tone and Phrasing.</p> <p>Create a musical background to accompany a poem.</p> <p>Create and present a performance of song, music and poetry.</p>	<p>you hear any drones or an ostinato? Can you hear any consonance or dissonance in the music? How do the dynamics contribute to the effect? Do you like the music? Do you think the composer wants you to like the music?</p> <p>Sing the chorus, verse and bridge of <i>Sun blast</i>. Listen to the first section of <i>Music of the starry night</i> by George Crumb. To help the children notice different details in <i>Music of the starry night</i>, listen several times, with discussion between each listening. Select instrumental timbres and dynamics to play a star sequence</p> <p>Sing the whole <i>Sun blast</i> song and highlight the use of dynamics. Listen to the second section of <i>Music of the starry night</i> and perform the ostinato from <i>Music of the starry night</i>. To help those children who find it difficult to learn the ostinato, first ask them to play only the main beats with their left hand: A G D F G. When they have memorised this pattern, add the right hand (C) by alternating between each left hand main beat.</p> <p>Explore rap techniques in the verses of <i>Sun blast</i>. Listen to the effect of different tempi in creating character in music. Select instrumental sounds and melodies for six planets and play a musical orrery. To help the children understand the staff notation and learn the rhythms of the <i>Planets in orbit</i> melodies, ask them what they notice about the time signature of each. (It is 6/4). Can any instrument learners explain to others what this means. (There are six crotchet beats in each bar.)</p> <p>Learn to sing <i>Footprints on the moon</i>. Watch a graphic representation of the texture of Debussy's <i>Clair de lune</i>. Listen to the lunar dance section of <i>Footprints on the moon</i>. To help less confident children improvise the <i>Footprints on the moon</i> lunar dance, select individual chime bars and place these in a row to play the notes of the whole tone scale. Alternatively, remove the unused notes from xylophones.</p>

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			<p>Recap <i>Footprints on the moon</i> and discuss and learn the second verse Earthrise from Apollo. Listen to music by Richard Strauss, associated with space exploration. Thinking about texture, use the poem <i>Space shot</i> by Gareth Owen as a framework to develop a launch pad piece. Record a performance of the <i>Space shot</i> music and poem. Listen so that the children can check whether the balance between narrator and music allows the poem to be clearly heard. If necessary, players can adjust the volume where appropriate.</p> <p>Recap singing the chorus, verses 1 and 2 and lunar dance sections of <i>Footprints on the moon</i>. Learn that scoring is about choosing and arranging sounds. Create a performance which takes a tour to the Sun, planets and Earth's moon. When you have chosen the order of pieces for the performance, make a large wall plan to remind the players of the structure. Use some of the ideas for graphics and notations from the unit or create your own, to support the players as appropriate.</p> <p>ORIGINALITY – composing TEAMWORK – playing together</p>
MUSIC (2) Unit: Mayan Music KEY QUESTION: <i>Why was music important to the Mayans?</i> KEY VOCABULARY:	<p>To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>INITIAL ASSESSMENT:</p>	<p>Explain why music is important in our culture and in other cultures.</p> <p>Recognise that different traditions used different instruments.</p> <p>Compose a piece of music with an awareness of its purpose.</p>	<p>Resources can be found in StaffShare/Music/Y5/Mayans</p> <ul style="list-style-type: none"> • Thought shower why music is important to us now and whether this may have been the case for Maya people too. Discuss their uses for music and compare to where and when we find/use/listen to music. • Listen to the melody of Xtoles. It is thought to be one of the oldest known melodies still in existence. This is a Mayan Warrior Dance song to the Sun God. Nowadays it's a popular song for choruses to sing. • https://www.youtube.com/watch?v=BWpuHARenQM

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<p><i>Ceremony, melody, accompaniment, pan pipes, conch shell, rituals.</i></p>	<p><i>Thought shower - why is music important to us now? What do we use music for?</i></p> <p><i>FINAL ASSESSMENT: Performance of Mayan ceremonial music with a verbal description of the importance and purpose of this music to the Mayans.</i></p>		<ul style="list-style-type: none"> Research/ listen to the different instruments that were used to create Mayan music (flutes and drums). The Maya made instruments for practical reasons and enjoyment. They would use a friction drum to call the jaguar towards them and a conch shell to announce the start of ball games, a king's procession or when offerings were given during rituals. They often marked their instruments with an IK glyph, which looks like a T. Discuss why music is important to us now and whether this may have been the case for Maya people too. Discuss their uses for music and compare to where and when we find/use/listen to music. Explore how music was central to ceremonies and life events in the Maya civilisation. Try to replicate Mayan instruments with modern ones and create a piece of music for a ceremony. <p>ORIGINALITY – composing</p> <p>BE RESPECTFUL towards other cultures</p>
<p>PE (1)</p> <p>Unit: Football</p> <p>(Mrs Pullen)</p> <p><i>KEY QUESTION: What physical and mental tactics can you employ to be successful in football?</i></p>	<p>To develop dribbling the ball with control.</p> <p>To be able to dribble the ball under pressure.</p> <p>To pass the ball accurately to a target to help to maintain possession.</p> <p>To use first touch control to help to maintain possession.</p> <p>To use different turns to keep the ball away from defenders.</p>	<p>Communicate with my team and move into space to keep possession and score.</p> <p>Dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>Identify how different activities can benefit my physical health.</p> <p>Identify when I was successful and what I need to do to improve.</p>	<p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p> <p>OUTDOOR LEARNING</p> <p><u>Key skills</u></p> <p>Physical: Dribbling</p> <p>Physical: Passing</p> <p>Physical: Ball control</p> <p>Physical: Tracking / jockeying</p> <p>Physical: Turning</p>

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	<p>To develop defending skills to gain possession.</p> <p>To develop goalkeeping skills to stop the opposition from scoring.</p> <p>To be able to apply the rules and tactics you have learnt to play in a football tournament.</p>	<p>Make the correct decision of who to pass to and when.</p> <p>Use feedback provided to improve my work.</p> <p>Use tracking and intercepting when playing in defence.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p> <p>Understand the rules of the game and I can use them most of the time to play honestly and fairly.</p> <p>Understand there are different skills for different situations and I am beginning to apply this.</p>	<p>Physical: Goalkeeping Physical: Receiving Social: Communication Social: Collaboration Social: Cooperation Social: Respect Emotional: Honesty Emotional: Perseverance Thinking: Selecting and applying tactics Thinking: Decision making</p> <p>Health and Safety</p> <p>Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling.</p>
<p>PE (2)</p> <p>Unit: Dance</p> <p>(Class teacher)</p>	<p>To accurately copy and repeat set choreography.</p>	<p>THEME: Dance by Chance</p> <p>Create a dance using a random structure and perform the actions showing quality and control.</p>	<p>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.</p>

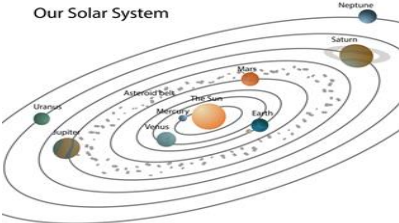
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<p><i>KEY QUESTION: How do different themes affect the style of dance?</i></p>	<p>To choreograph phrases individually and with others considering actions and dynamics.</p> <p>To confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p> <p>To identify how different activities can benefit my physical health.</p> <p>To lead a group through short warm-up routines.</p> <p>To refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</p> <p>To suggest ways to improve my own and other people's work using key terminology.</p> <p>To use counts when choreographing to stay in time with others and the music.</p> <p>To use feedback provided to improve my work.</p>	<p>THEME: Dance by Chance Understand how changing the dynamics of an action changes the appearance of the performance. Provide and use feedback to improve on performance.</p> <p>THEME: Dance by Chance Understand and use relationships and space to change how a performance looks.</p> <p>THEME: Snapshot Work with a group to create poses and link them together using transitions.</p> <p>THEME: Snapshot Use choreographing devices when working as a group.</p> <p>THEME: Rock 'n' Roll Copy and repeat movements in the style of Rock 'n' Roll.</p> <p>THEME: Rock 'n' Roll Work with a partner to copy and repeat actions and keeping in time with the music.</p>	<p>Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p> <p><u>Key Skills</u> Physical: Performing a variety of dance actions Physical: Using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions Social: Collaboration Social: Consideration and awareness of others Social: Inclusion Social: Respect Social: Leadership Emotional: Empathy Emotional: Confidence Thinking: Creating Thinking: Observing and providing feedback Thinking: Using feedback to improve Thinking: Selecting and applying skills</p> <p>Health and safety</p> <p>For dance lessons pupils should remove their shoes and socks. It is also good practice for teachers to do this. Ensure pupils work in their own safe space.</p>

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		THEME: Rock 'n' Roll Work collaboratively with a group to create a dance in the style of Rock 'n' Roll.	
PE (3) Unit: Swimming (Mrs Pullen)	(Taught by instructor at Havant Leisure Centre)		
PSHE (1) Unit: Being Safe (Including Online) <i>KEY QUESTION:</i> <i>Is it ok to say no?</i> <i>How can I stay safe online?</i> <i>KEY VOCABULARY:</i> <i>Privacy</i> <i>Secret</i> <i>Promise</i> <i>Appropriate/inappropriate contact</i> <i>Safe</i> <i>Unsafe</i> <i>Trust</i>	<p>To know: What sorts of boundaries are appropriate in friendships with peers and others (including digital context).</p> <p>About the concept of privacy, including secrets.</p> <p>That each person's body belongs to them – differences between safe/unsafe appropriate/inappropriate contact.</p> <p>How to respond safely to adults.</p> <p>How to recognise and report feelings of being unsafe around any adults.</p> <p>How to ask for advice or help.</p>	<p>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p> <p>Explain when they should keep secrets and promises and when they should tell someone about them.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.</p> <p>Recognise how different surprises and secrets might make them feel.</p> <p>Know who they could ask for help if a secret made them</p>	<p>NSPCC bi-annual rolling programme</p> <p>SCARF – Year 4 -Islands Play islands game. Discuss the various stages of the game and how the children felt as the Islands became more crowded. Explain/discuss the concept of 'body space' and feeling uncomfortable when people get too close. Identify different situations where 'body space' might be invaded and how to respond eg. Playing a game, on a busy train, someone sitting too close, being asked to give someone a hug etc. Be RESPECTFUL and EMPATHETIC Year 4 – secret or surprise Read the story Harold's day of secrets and surprises. Discuss 'safe secrets' and 'unsafe secrets'. Explore how children feel when they are safe and unsafe (for example, they may get butterflies in their stomach, feel hot or sick or sweaty, they may feel they need the toilet and so on). Explain that these are the body's way of telling us that things aren't right and alerting us that a situation is unsafe. Scenarios activity. Make a list of the sort of people at school and at home they could talk to if they felt they had been told an 'unsafe' secret. Be TRUSTWORTHY and SAFE.</p>

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<i>Respect</i>	<p>How to report concerns – what vocabulary should be used. Where to get advice.</p> <p>How their online communication affects others.</p> <p>How to protect personal information online;</p> <p>How to recognise disrespectful behaviour online and know how to respond to it.</p> <p><i>INITIAL ASSESSMENT: Traffic light prior knowledge against learning objectives.</i></p> <p><i>FINAL ASSESSMENT: Re-visit learning objectives and assess in light of new learning.</i></p>	<p>feel uncomfortable or unsafe. Identify people who can be trusted.</p> <p>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space. Suggest people they can talk to if they feel uncomfortable with other people's actions towards them</p> <p>Understand what kinds of touch are acceptable or unacceptable</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p>Discuss their online communication and understand how others perceive this.</p> <p>Consider what information is safe/unsafe to share offline and online, and reflect on the</p>	<p>Year 5 – Dear Ash / Chris’ secret Share story and discuss advice that could be offered. Introduce confidentiality. Be TRUSTWORTHY and SAFE. TEAMWORK</p> <p>Year 5 - Communication – responsible online independence and responsibility. Communicating with friends online – recognising feelings activity – say a number, convey a feeling/emotion. Identify how this is easier face-to-face and that we have a responsibility to communicate carefully online/ respecting boundaries. Be RESPECTFUL and SAFE INDEPENDENCE</p> <p>Year 5 -Take notice of our feelings Recognising how physical changes in our body (feeling hot, heart racing) can be an indicator of how a situation is making us feel. Circles of trust activity. PANTS campaign. Be HEALTHY and SAFE.</p> <p>http://code-it.co.uk/wp-content/uploads/2018/01/CommunicatingOnline.pdf</p> <p>SCARF – Year 5 – play, like share https://www.thinkuknow.co.uk/8_10/watch/</p> <p>Watch and discuss video clips.</p> <p>Reinforce the rules for:</p> <p>Playing online games safely, being careful what you share, things we see online. Lots more detail can be found on the SCARF resources.</p>

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		<p>consequences of not keeping personal information private.</p> <p>Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face.</p>	
<p>PSHE (2)</p> <p>Unit: Changing Adolescent Body</p> <p><i>KEY QUESTION: How and why will my body change?</i></p> <p><i>KEY VOCABULARY: Puberty Physical changes Emotional changes Moods Menstruation Periods Tampons Sanitary towels Wet dreams Semen Erection Sweat</i></p>	<p>To know key facts about puberty and the changing adolescent body, particularly age 9-11, including physical and emotional changes.</p> <p>To understand menstrual wellbeing, including key facts about the menstrual cycle.</p> <p>To know that body images in the media (male and female) are not always a true reflection of reality.</p> <p><i>NB: Some children with SEN may be physically ready to learn about these topics, but not mentally. It is important to address these needs carefully and in liaison with parents/carers.</i></p> <p><i>INITIAL ASSESSMENT: Puberty quiz</i></p>	<p>Discuss some physical and emotional changes at puberty and demonstrate ways of dealing with these in a positive way.</p> <p>Identify some products that they may need during puberty and why.</p> <p>Identify factors that affect emotional health and well-being.</p>	<p>Use SCARF in conjunction with Living & Growing SCARF – Year 5</p> <p>Growing up and changing bodies</p> <p><i>This session may be best planned to be done with boys and girls at separate times. It may be considered appropriate to have male staff working with boys and female staff with girls.</i></p> <p>Provide groups with a bag of objects (deodorant, sanitary products, face wash, shaving foam etc.) to discuss in small groups of three or four. Ask the pupils to discuss how the objects might be linked with puberty and what a person might use them for. Share with girls a pre-packed 'period purse' – a small purse containing useful items, eg sanitary products, spare underwear which can be kept discretely in a school bag.</p> <p>Be HEALTHY, EMPATHETIC and RESPECTFUL.</p> <p>TEAMWORK</p> <p>Discuss changes to boys and girls.</p> <p>Teach - the menstrual cycle, explaining why and how and identifying emotional changes.</p> <p>Emphasise that young people have the right to decide what happens to their body. Very occasionally, young people have things done to their bodies which are criminal (against the law) in this country. These crimes involve cuts made to female genitalia - the external area around the opening to the vagina. Discuss who children could speak to if they were concerned about themselves or someone else – link back to lessons on secrets.</p>

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<i>Breasts</i> <i>Spots</i> <i>Pubic hair</i> <i>Facial hair</i> <i>Underarm hair</i> <i>Sexual feelings</i> <i>Privacy</i> <i>Human rights</i> <i>Protection</i> <i>Female Genital</i> <i>Mutilation</i>	FINAL ASSESSMENT: <i>Repeat puberty quiz</i>		Be SAFE Changing bodies and feelings Labelling external body parts. True or false activity – puberty and emotions. <i>Art opportunity – puberty collage. Children to work in groups and draw a life-size outline of a child (children can draw around each other but this needs supervising carefully with clear boundaries in place). Use art materials to illustrate the changes taking place during puberty.</i> How are they feeling? Emotions bingo and developing RESILIENCE . Help! I'm a teenager get me out of here! Coping with changing emotions and conflict. Create a Top 10 list of tips for managing emotions. Star qualities – body image Images in the media – physical qualities vs. personal qualities. Discuss: If we walked down the local high street would most of the people look like the celebrities? Why not? Celebrity stereotypes? Why do people want to be like celebrities? Move discussion onto Instagram – is this a true reflection of people?
RE (1) Concept: God vs Evil Unit title: Diwali KEY QUESTION: <i>How do Hindus celebrate Diwali and what do they remember during their celebrations?</i>	Enquire: To explain their ideas about good and evil. Contextualise: To identify and discuss the meaning of the stories, symbols and celebrations associated with Diwali. Evaluate: To describe and explain the links between the story,	Simply explain their own responses to the concept of good and evil through writing or drama. Simply explain how the concept of good and evil is contextualised within the beliefs, practices and the ways of life of people living a religious life. Evaluate the concept of good and evil by simply explaining	How do we express our ideas about good and evil? Thought shower ideas about good and evil create collages, drama or dance depicting good and evil. (WONDER) Tell The story of the Ramayana. Pupils could re-enact using drama dance or puppets. Discuss which characters are good or evil and their motives. Discuss possible messages behind the story. (Be RESPECTFUL) How and why do Hindus celebrate Diwali? (Possible visit from representative from Southampton Hindu temple.) Put the story of the Ramayana into context of Hinduism. Why is it special to Hindus? Explore the symbols and celebrations and their

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<p>KEY VOCABULARY: <i>Good, Evil, Diwali, Ramayana, avatars</i></p>	<p>symbols and the celebrations associated with Diwali.</p> <p>Communicate / Apply: To explain in simple terms some of the beliefs expressed about Diwali</p> <p><i>INITIAL ASSESSMENT:</i> <i>Thought shower about good and evil</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Independent writing responding to questions about the concept</i></p>	<p>its value to people who are religious. Through discussion and writing recognise, identify and describe in increasingly complex ways some issues they raise.</p> <p>Simply explain their own and others responses to the concept of good and evil through discussion and writing.</p>	<p>relation to good overcoming evil. Make decorations. Write a diary entry of a Hindu celebrating Diwali. (Be RESPECTFUL)</p> <p>What do Hindus believe about Rama? Explore the notion of avatars in Hinduism – the stories of Rama and Vishnu. Why do pupils think they come to Earth? Did they overcome evil? (WONDER – questioning the views of others)</p> <p>Class discussion followed by independent writing activity involving responding to questions on their views and the views of Hindus on the concept of good and evil.</p> <p>Further detail Hants teaching pack Diwali</p>
<p>SCIENCE (1)</p> <p>Space and Gravity</p> <p>KEY QUESTION: <i>What goes on in our solar system?</i></p> <p>KEY VOCABULARY: <i>Sun, star, planet, moon, satellite, phases, universe</i></p>	<p>Substantive knowledge (Key vocabulary identified in bold)</p> <p>To know that:</p> <p>A Solar system is a collection of planets, which orbit (a curved path) a star. (Activity 1)</p> <p>There are huge number of stars in space and therefore a huge number of solar systems. (Activity 1)</p>	<p>Disciplinary knowledge Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments (Activity 1)</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when</p>	<p>RETRIEVA</p> <p>What are the seasons, and how are they different? What is a food chain? Can you draw a simple one?</p>  <p>Activity 1</p> <p>Give children model of solar system discuss and define terms : solar System , orbit, sun, - discuss the model and the fact it is not to scale.</p>

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<p><i>Diameter, radius, gaseous, rocky</i> <i>Weight, gravity</i> <i>Orbit, spin</i> <i>Galaxy, Milky Way</i> <i>Heat, light</i></p> <p><i>NB. Lots of shared vocabulary with Forces and Light.</i></p> <p>Building Block</p>	<p>Our solar system consists of 8 planets, many of those planets have moons which orbit around them. (Activity 1 and PBL)</p> <p>Our solar system can be represented with a model (see diagram), but it isn't possible to draw it to scale. (Activity 1 and PBL)</p> <p>The planets and moons are rotating (spinning) (Activity 1 and 2)</p> <p>The time it takes one planet to rotate is called a day. The time it takes a planet to complete one orbit around its star is called a year. (Activity 1 and 2)</p> <p>The time it takes one planet to rotate is called a day. On Earth this is 24 hours (Activity 2)</p> <p>Asteroids are lumps of rock that orbit a star (there are millions in between Mars and Jupiter) (Activity 3 and PBL)</p> <p>Comets are objects that are made of ice, which melts when they get closer to the sun leaving a tail. (Activity 3 and PBL)</p>	<p>appropriate - Recording data and results of increasing complexity using scientific diagrams and line graphs. (Activity 2)</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - Recording data and results of increasing complexity using scientific diagrams and line graphs. (Activity 3)</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments. (Activity 4)</p> <p>Apply substantive knowledge to develop ideas and models of phenomena. (Activity 5)</p>	<p>Predict and explain how the temperature of each planet may vary. Use data to check and then consider which planets could possibly host life (it must contain liquid water for at least some time)</p> <p>Predict how long each planetary year might be and compare with data.</p> <p>Use the software below to show the solar system on screen. As children to consider why Pluto was changed from a planet to a dwarf planet in 2006 https://www.solarsystemscope.com/</p> <p>The classification of planets requires three things - 1. It is in orbit around the sun, 2. It is round shaped, 3. It has cleared its orbit. When these new ideas were introduced the evidence from Pluto meant that it only met two out of the three criteria. (It didn't meet number 3)</p> <p>"Cleared the neighbourhood" means that the "planet" has to be the dominant gravitational body in their orbit around the sun. This means that the "planet" has to cruise its orbit while consuming or slinging away smaller objects in its orbital path.</p> <p>(Purpose: To apply substantive knowledge to make scientific predictions and to identify what evidence has been used to refute ideas.) GROWIT/PBL</p> <p>RETRIEVAL Definitions of solar system, planets, orbit and star; Plants: oxygen and carbon dioxide</p> <p>Activity 2 Shadow stick investigation. Why does the sun seem to move across the sky? How do shadows change throughout the day? GROWIT/OUTDOOR LEARNING</p>

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	<p>Gravity is force of attraction between two objects with mass (a quantity of matter) (Activity 4)</p> <p>The bigger the mass the bigger force it exerts. (Activity 5)</p> <p>Gravity works over distance but gets weaker as distance increases. (Activity 5)</p> <p>Stars, planets, moons have a very large amount of mass. They exert a gravitational attraction on each other. (Activity 5)</p> <p>Differences in gravity result in smaller mass objects orbiting around larger mass objects, e.g., planets around stars and moons around planets (Activity 5)</p> <p>The solar system is with a massive collection of stars called the galaxy (called the Milky way) (PBL)</p> <p>The Milky way is one of billions of galaxies in the Universe. (PBL)</p>		<p>(Purpose: To take accurate measurements during an investigation. In all of these activities the focus should be on taking accurate recording of data using specific instruments.)</p> <p>RETRIEVAL Definition of moon, solar system, rotating day, orbit and year</p> <p>Activity 3 Investigate moon craters. How does the speed / size of a meteorite affect the size of a moon crater formed? Sand trays and balls work well. Craters should be measured purposely, and each size balled repeated.</p> <p>(Purpose: To take accurate measurements during an investigation. In all of these activities the focus should be on taking accurate recording of data. Students should be encouraged to think about repeating each test and calculating an average value.)</p> <p>RETRIEVAL Definitions of star, moon, planet, galaxy, universe How do plants get water and carbon dioxide?</p> <p>Activity 4 Introduction to gravity and falling objects pbs media</p> <p>(Purpose: To know the difference between weight and mass that all objects fall at the same time regardless of their mass.)</p> <p>RETRIEVAL Definition of gravity Label the parts of a flowering plant.</p> <p>Activity 5</p>

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	<p>Stars are huge balls of gas that produce vast amounts of light and heat. (PBL)</p> <p>(PBL activities aid depth of learning)</p>		<p>Presentation by staff on space, gravity and the moon at Chichester planetarium. Cover following questions:</p> <ul style="list-style-type: none"> • If the moon became heavier as a result of meteorite collisions what would happen to its position relative to the Earth? • Consider a spacecraft travelling from the Earth to the moon. Predict the forces acting on the craft at various stages in its journey. (The mass of the earth is 80 x that of the moon) • If the mass of the earth is 80x that of the moon why is the gravity at the Earth's surface only 6 x greater than that at the surface of the moon? <p>Following trip children write up findings in science books.</p> <p>PBL</p> <ul style="list-style-type: none"> • Children model movements of Earth, Moon and Sun • Research orbits of planets and history of beliefs • Top trump cards • Demonstrate phases of the moon moon diary • Research scientist from history who investigated gravity. What theories did they have and how did they prove them? • Research the milky way, asteroids and comets <p>GROWIT/PBL</p>
<p>SCIENCE (2)</p> <p>Unit: Electricity</p> <p><i>KEY QUESTION: How do electrical circuits work?</i></p> <p>Building Block</p> <p><i>KEY VOCABULARY:</i></p>	<p>Substantive knowledge (Key vocabulary identified in bold)</p> <p>To know that:</p> <p>Current is the flow of electricity around a circuit. (Activity 1)</p> <p>The power supply in a circuit pushes the current round the circuit (Activity 1)</p>	<p>Disciplinary knowledge Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Reporting and presenting findings from enquiries, in a written form. (All activities)</p> <p>Reporting and presenting findings from enquiries in conclusions. (Activity 2)</p>	<p>RETRIEVAL Recall planets in the solar system.</p> <p>Activity 1 Complete electrical glossary. Build simple circuits and test for insulators.</p> <p>(Purpose: To revise simple circuits and vocabulary from LKS2.</p> <p>RETRIEVAL Revisit key definitions - Electricity, batteries, wires, insulator conductor, circuit</p>

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<i>Electricity, energy, heat. Circuit, current, voltage, resistance. Conductor, insulator. Cell, battery, bulb, amp, lead, motor, switch.</i>	<p>The voltage of the power supply is a measure of this push (Activity 2)</p> <p>Voltage is measure in volts (Activity 2)</p> <p>Batteries have a limited store of energy and when this is gone, they can no longer push the current (Activity 2)</p> <p>Current is the flow of electricity through a conductor (Activity 3)</p> <p>When current passes through a device it makes it work The larger the flow of current, the harder the device works (Activity 3)</p> <p>All parts of a circuit offer resistance to electrical current including the wires. (Activities 4 and 5)</p> <p>Resistance is the slowing down of electrical current. (Activities 4 and 5)</p> <p>The more devices added into a circuit the greater the resistance. This means less current flows</p>	<p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. (Activity 3)</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. (Activities 4 and 5)</p>	<p>Activity 2 How does the number of lamps in a circuit affect how long a battery lasts? GROWIT</p> <p>(Purpose: To apply substantive knowledge of voltage in a circuit to form a conclusion and explanation to a scientific enquiry question.)</p> <p>RETRIEVAL Recall the definitions of current and voltage. Revise the solar system.</p> <p>Activity 3 How does the length of time I leave the current flowing affect the brightness of the bulb? GROWIT</p> <p>(Purpose: To take accurate measurement and repeat readings from an investigation. A digital lux meter could be used to take repeated readings of a circuit left on throughout a day. At each interval repeat readings should be taken and an average calculated.) GROWIT</p> <p>RETRIEVAL Define a conductor, give examples</p> <p>Activity 4 How does the length of a wire affect how bright a bulb is?</p> <p>(Purpose: To develop the understanding and use of variables.) GROWIT</p> <p>RETRIEVAL Explain what current does as it passes through a device and the effect of a larger current on the device. Why is there less gravity on the moon than on the Earth?</p>

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	around the circuit (Activities 4 and 5)		<p>Activity 5 Does the type of wire used in a circuit affect the resistance? GROWIT</p> <p>The previous activity could be used as a scaffolded activity with lots of guidance from the teacher in identifying variables (especially the control variables) with plenty of follow up assessment and checking for understanding. The second activity could then be used as an independent activity where children have to consider the variables and control them in the investigation themselves</p>
<p>SPANISH (1)</p> <p>Unit: Monster body parts</p> <p><i>KEY QUESTION: What are the names of the facial body parts in Spanish?</i></p> <p><i>KEY VOCABULARY: Una cabeza, unos dientes, una boca, el pelo, una nariz, unos orejas, unos ojos.</i></p>	<p>To be able to understand and write head, hair, nose, eyes, ears, mouth and teeth.</p> <p>To use the verb to have in the 3rd person.</p> <p>To describe the body parts using already known vocabulary.</p> <p>To be able to put the adjective after the noun.</p> <p><i>INITIAL ASSESSMENT: Which word sound familiar, what other languages do you know?</i></p> <p><i>FINAL ASSESSMENT: Write a paragraph in the 3rd person, describing a monster.</i></p>	<p>Understand and write head, hair, nose, eyes, ears, mouth and teeth.</p> <p>Use the verb to have in the 3rd person.</p> <p>Describe the body parts using already known vocabulary.</p> <p>Put the adjective after the noun.</p> <p>Use known vocabulary to write in simple sentences.</p>	<p>Quiz games, bingo, join in with songs, using dictionaries to broaden vocabulary.</p> <p>Recorded work.</p> <p>Group work for discussion.</p> <p>Children will write a short paragraph describing their monster, placing the adjective after the noun. They will begin to use their knowledge of verb conjugation to write sentences using the verb to have in the 3rd person.</p> <p>GREATNESS, RESILIENCE, INDEPENDENCE, WONDER</p> <p>Be AMBITIOUS - always do your best</p> <p>Be RESPECTFUL - respect the beliefs and cultures of others, demonstrate good manners at all times, treat people how you would like to be treated.</p>

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SPANISH (2) Unit: Halloween / Day of the Daed KEY QUESTION <i>What is Day of the Dead?</i> KEY VOCABULARY: <i>Day of the Dead, Halloween, Tengo/tienes Dia del muertos, caravela,</i>	<p>To compare the festival <i>Day of the Dead</i>, with <i>Halloween</i> and say how it is similar or different.</p> <p>To compare the traditional conventions in both Spain and Britain and look for similarities and differences.</p> <p><i>INITIAL ASSESSMENT: Discussion, can you begin to read these words independently What is Day of the Dead?</i></p> <p><i>FINAL ASSESSMENT: watch an animated clip and discuss the symbols associated with day of the dead. Write answers to questions comparing it to Halloween.</i></p>	<p>Compare the festival <i>Day of the Dead</i>, with <i>Halloween</i> and say how it is similar or different.</p> <p>Discuss in pairs/small groups things that are the same and different.</p>	<p>Chanting, bingo, ICT clips, white board work, paired reading work, selecting nouns from a list to describe and using a dictionary to create new sentences. Write nouns into clear sentences placing adjectives after the noun and using the verb to like. Group work for discussion.</p> <p>Children will watch a short animated clip to explore the symbols Work in group to discuss their understanding of these. Design a day of the dead mask using symbols to tell the story. GREATNESS, RESILIENCE, WONDER, TEAMWORK Be RESPECTFUL, Be EMPATHETIC</p>

Other Ideas