Year Group: 5	Term: Autumn

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

PE:

How do different themes affect the style of dance?
Create and refine dances.
How can I control a ball accurately with my feet?
Further develop skills to play games of football and netball.

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:

Electricity: How do electrical circuits work?
Extend knowledge of electrical circuits.
Space and Gravity: What goes on in our solar system?
Learn fascinating facts about our solar system.

Computing:

How can I create an interactive quiz?
Use repeated hyperlinks to create a PowerPoint quiz all about the Mayans. Microsoft Sway introduced.

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:

How has music changed throughout history?
Study music from different eras and genres.

Opportunities to support Maths:
Data handling as part of science

Visits / Visitors

- Planetarium Trip

Community Links

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

Personal Development Opportunities

- Hearts Morning Activities
- Mayan performance
- Diwali Celebration

Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
5	Autumn term	24th October / 15th 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.

Subject / Unit	Objectives (including knowledge)	Skills Children at the expected standard can…	Suggested Learning Activities (Opportunities identified for PROJECT BASED LEARNING / OUTDOOR LEARNING / GROW IT VALUES / HEARTS VALUES)
ART Drawing (Good / Evil Portraits) Artist study *KEY QUESTION: The Dark side or into the light: How has good and evil been portrayed by artists in the past?* *KEY VOCABULARY: sketching Shading Hatching texture*	To use sketchbooks to practice techniques and to record ideas. To work in a sustained and independent way to create a detailed drawing. To develop a key element of their work: line, tone, shading, texture. To use different techniques for different purposes i.e. shading, hatching within their own work. To develop close observation skills. To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. *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).* *FINAL ASSESSMENT:*	<u>Exploring and Developing Ideas (including Work of Other Artists)</u> Describe the processes they are using and how they hope to achieve high quality outcomes. Collect and develop further ideas using sketchbooks, beginning to explain their choices. Continue to build knowledge of techniques by starting to experiment and predict what might happen. Continue to practise and share learning and skills with others, evaluating their work. <u>Drawing</u> Work in a sustained way to create a detailed drawing. Use different grades of pencil and a wide range of other drawing implements to make different marks, lines, patterns and shapes within a drawing.	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? Use viewfinders to explore areas of pictures in more detail. Discuss drawing techniques and practice these using different media (e.g different types of pencil/ charcoal/pen). 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? 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? GREATNESS / RESILIENCE / ORIGINALITY / WONDER Be AMBITIOUS

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	Children create their own good/evil picture inspired by their favourite artist, own choice of media, showing an understanding of techniques.	Begin to use different techniques for different purposes i.e. shading, hatching within their own work to show light and shadow effects.	
COMPUTING Desktop Publishing (Mayan Sway) *KEY QUESTION: How can I create an interactive presentation using Sway* *KEY VOCABULARY: CARD – A content block in Sway used to add text, images, videos, or other media. GROUP – A way to combine multiple cards so they appear together in a section. Section – A part of a Sway*	I can research key facts about the ancient Maya civilisation using safe and reliable online sources. I can plan and create a multimedia presentation using Microsoft Sway with text, images, and other media. I can structure and design digital content to suit a specific audience. I can evaluate my presentation and explain how digital tools help me share historical information clearly and creatively. INITIAL ASSESSMENT: *Ask the children to describe what makes a good digital presentation.* FINAL ASSESSMENT: *Children refine and collaborate before presenting their Sway that uses text, images, sound, and links*	<u>Information Technology:</u> • Collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365 • Create and export an interactive presentation including a variety of media, animations, transitions and other effects. • Start to apply other useful effects to my documents such as hyperlinks. • Import sounds to accompany and enhance the text in my document. • Organise and reorganise text on screen to suit a purpose	**Mayan Presentation Microsoft Sway** **Lesson 1: Introduction to the Mayans and Planning the Presentation** Pupils are introduced to the Mayan civilisation through a short video or class discussion, focusing on key areas such as food, temples, writing, and gods. They choose 3–4 subtopics to explore and begin researching using books, websites, or teacher-provided resources. Pupils record their findings in a planning sheet and begin thinking about how they will present this information in Sway. **Lesson 2: Creating a New Sway and Organising Content** Pupils log in to their Office 365 accounts and open Microsoft Sway. They create a new presentation and begin adding text cards for each of their chosen topics. Pupils learn how to group related content into sections and experiment with the order of their cards to make the information flow clearly and logically. **Lesson 3: Adding Images and Choosing Layouts** Pupils use the built-in image search in Sway to find copyright-friendly images that match their topics. They insert images into the appropriate sections and explore different layout styles (e.g. vertical, horizontal, grid) to see how it affects the look and feel of their presentation. Pupils are encouraged to think about how layout can help the viewer understand the information better. **Lesson 4: Using Hyperlinks to Add Depth** Pupils learn how to copy and paste hyperlinks into their Sway to connect their audience with more information. They find and add links to useful resources such as a Mayan timeline, a museum website, or a

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presentation that helps organise content into clear topics or themes. *DESIGN – The visual style and layout options in Sway that change how your presentation looks.* *STORYLINE – The editing view in Sway where you build and arrange your content step by step.* *PREVIEW – A feature that lets you see how your Sway will look to others before sharing it.* *REMIX – A tool in Sway that automatically changes the design and layout of your presentation.* *ACCESSIBILITY – Features in Sway that help make*	*to communicate what they've learned about the Mayans.*		video tour of a temple. Pupils test their links to make sure they work and are relevant to their content. **Lesson 5: Enhancing with Sound** Pupils explore how to upload or record audio in Sway. They add sound clips such as jungle background noise, traditional Mayan music, or a voice recording of themselves reading a Mayan myth or fact. Pupils place the audio in the most relevant section and test how it plays, considering how sound can enhance the viewer's experience. **Lesson 6: Reviewing and Improving Presentations** Pupils share their Sway with a partner and use a checklist to give and receive feedback on layout, content, sound, and links. They make improvements based on the feedback, including fixing any broken links, improving text clarity, or adjusting the order of sections. Pupils preview their final Sway and prepare to present it. **Lesson 7: Presenting and Reflecting** Pupils present their completed Sway to the class or in small groups, explaining how they used text, images, sound, and links to share what they learned about the Mayans. After presenting, they reflect on what they found most interesting about the Mayans and how using Sway helped them communicate their ideas in a creative way. INDEPENDENCE, TEAMWORK

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content easier to read and navigate for all users.			
DT Electronics (Blue Bots) *KEY QUESTION: How can I use computer programming to control a vehicle?* *KEY VOCABULARY: Design brief, purpose, audience, components, input, output, trouble shooting, coding*	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. *INITIAL ASSESSMENT: Children discuss the 'input' needed to direct a peer along a route.* *FINAL ASSESSMENT: Children to use 'input' and 'output' knowledge to direct cars along route.*	**Design** **Explain** their choices when designing a product including reasons related to the design brief – what programming inputs will be needed? **Independently generate** ideas for a product, considering its purpose and audience and level of difficulty. **Make** **Begin to choose** from a range of techniques and use them safely - Build on their knowledge of simple movements to put a series of movements together to make a more complex programme. **Evaluate** their finished product, focusing on the key questions: Does my product fit the design brief? Is my product fit for purpose and audience?	**Blue Bots –** Children to create a program to control the crumble kit cars for a range of uses e.g. different routes, races, tracing lettering/ writing. **Design –** Children to use 'scratch-like' program to code a route for the Blue Bot 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'. **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. **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?

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		What would I change if I were to make it again?	(RESILIENCE / TEAMWORK)
GEOGRAPHY Economic Activity – Mexico's Chocolate Industry *KEY QUESTION: What is unique about chocolate?* *KEY VOCABULARY: economy, climate, employment, tourism, fair trade*	AIM: To improve knowledge and understanding of economic activity linked to chocolate and how the UK is connected to North America through trade 1. To develop knowledge of the location of each continent and ocean. 2. To identify continents and oceans bordering North America. 3. To identify the human and physical features of North America and describe the pattern across the continent using the eight points of a compass. 4. To use key locational and positional vocabulary. 5. To identify the human and physical features of Mexico and describe the pattern across the country using the eight points of a compass. 6. To compare the UK with Mexico.	1. **Independently**, use maps, atlases, globes and digital/computer mapping to locate countries and **describe in detail and begin to explain** features studied 2. Use the **eight points of a compass independently** to build their knowledge of the United Kingdom and the wider world 3. **Begin to use six figure grid references with teacher support** to build their knowledge of the United Kingdom and the wider world 4. **Independently** use **a range of** symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 5. Use fieldwork to make predictions, collect data and analyse results **independently**, presenting	Activity 1 Objectives: 1, 2, 3, 4 Skills / Knowledge: 1, 2 Where in the world is North America and what is it like? Recap the world's continents and oceans before identifying the continents and oceans bordering North America. Use maps to find out about North America's environmental regions, key physical/ human characteristics, countries, major cities. Describe the pattern of features they have identified using the points of a compass etc. Discuss and explore time zones WONDER Activity 2 Objectives: 1,2,3,4,5 Skills / Knowledge: 1,2,3 Where in North America is Mexico and what is it like? Locate Mexico using key vocabulary including its position within North America, bordering countries and oceans. Identify the time in Mexico compared to the UK. Use maps, atlases and other resources to find out about Mexico's environmental regions, key physical and human characteristics, countries, and major cities. Describe the pattern of features they have identified using the points of a compass. Produce a poster/factfile about Mexico to include a range of geographical information (human and physical) including: a sketch map of Mexico, information about the countries and oceans around Mexico, population, climate, cities and regions, attractions economy and exports, national flag etc. WONDER

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	7. To learn that the chocolate flavour comes from a cocoa pod which grows on a tree. 8. To develop the knowledge that Mexico is one of the world's growers (producer) and sellers (exporter) of cocoa 9. To recognise where cocoa is grown and understand the conditions needed for growing. 10. To understand that the climate of Mexico is different to the UK because it is closer to the equator and they have more concentrated sun which leads to higher temperatures and rainfall all year round. 11. To empathise with and understand the life of a cocoa farmer. 12. To evaluate the farmer's working life. 13. To understand that cocoa gets bought from the farmer, transported to the UK and sold to the manufacturer.	findings by **beginning to select appropriate methods**, then drawing **conclusions** and evaluating findings **independently using evidence from their fieldwork**	Activity 3 Objectives: 4, 5, 6, 7, Skills / Knowledge: 1,2 What connects us to Mexico? 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 and what country the items may be linked to, e.g. a leaf, some sand, a chocolate bar, a football Discuss and predict answer to the key question with suggested reasons. Use maps to give ideas about what connects us to Mexico. Begin to discuss connections and the similarities and differences between the UK and Mexico. Discuss and research what cocoa is and the chocolate connection to Mexico. Using maps, atlases etc. find cocoa producing countries and identify their position in the world using geographical features WONDER Activity 4 and 5 Objectives: 4, 6, 7,8,9, 10, 11, 17 Skills / Knowledge: 1,2,3 ,4 Introduce key question – What is unique about chocolate? Explore where is cocoa grown? World cocoa production – graph (Grown - 10^{o} 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^{o}C with fairly constant rainfall all year of 1000-2500mm per year. Is this the same as the UK climate? – no! Average temperature approximately 10^{o}C with a big range (remind them of the winter and summer) and about 800mm of rain each year.) Describe location of UK and Mexico using geographical vocabulary, e.g. equator, latitude, longitude, Africa, South America, North America, Asia.

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	14. To understand that the cocoa gets transported to the UK as a raw product not as a chocolate bar. 15. To understand what factory work is like. 16. To evaluate factory and farm life. 17. To compare employment in the local area to employment in Mexico. *INITIAL ASSESSMENT:* *Free-hand map of world and locate continents, oceans and Mexico* *FINAL ASSESSMENT:* *Independent fact-file using evidence to answer key question: 'What is unique about chocolate?'*		Discuss and update prediction to KQ. Remove or add to suggested reasons/ideas. 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. Find out and discuss the risks the cocoa plant faces and how farmers combat those risks. Explore UK farming and local farms (as a comparison) and what is grown on our local farms. (Links to Northney Farm – dairy herd, ice cream, seasonal crops, tea rooms etc) with a focus on one crop/aspect and compare it to the cocoa plant. Use digimaps for grid reference and keys Fieldwork. Could visit a local farm (or produce questions to ask local farmer and email/post!) to look at what they grow, the conditions needed for a successful crop and the risks the crop faces. WONDER EMPATHY <u>Activity 6 (Could be combined with activity 7)</u> <u>Objectives: 11, 12, 13, 14, 15, 16</u> <u>Skills / Knowledge: 1, 2</u> <u>Who grows the cocoa?</u> Use 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) the man behind your chocolate https://www.bbc.com/bitesize/articles/z7jdnrd - economic activity Update prediction - remove or add to suggested reasons. Explore and find out about the job of a cocoa farmer. Compare it to the life of someone they know who works for context. Evaluate the benefits and challenges (fluctuating prices due to supply and demand) of being a cocoa farmer. To discuss and explore the concept of Fair trade. EMPATHYWONDER

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			Activity 7 Objectives: 11, 12, 13, 14, 15, 16 Skills / Knowledge: 1, 2 Discuss and update prediction as a class - remove or add to their suggested reasons. Explore what it is like to work in a chocolate factory. Is it like Willy Wonka's chocolate factory?! Compare work in a factory and work on a cocoa farm. EMPATHY WONDER Activity 8 Objectives: 13, 14 Skills / Knowledge: 1, 2 How does the cocoa get from Mexico to the UK? 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 also look at fair trade https://www.bbc.com/bitesize/articles/zk4rmfr - trade Discuss and explain why the UK imports cocoa and why it is important for countries to trade with each other. Explore the journey of cocoa from the farmer to shop. Research, discuss and record the route that cocoa would take to get to the UK by boat or plane. WONDER Activity 9 Objectives: 8,9,10,11,12,13,14,15,16 Skills / Knowledge: 1, 2 What is unique about chocolate? Chn give their final answer to the key question. Chn select their best evidence to evaluate the key question. GREATNESS

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			Activity 10 Objectives: 4, 17 Skills / Knowledge: 1,2,3,4 Fieldwork How does our local area make money? 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 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? Employment sectors https://www.geographyinthenews.org.uk/issues/issue-10/changing-employment/ks2/ Find out about the employment in the area - https://www.streetcheck.co.uk/ Exports in the Ivory Coast - https://tradingeconomics.com/ivory-coast/exports-by-category NB Find similar for Mexico? Visit Montezumo's chocolate factory locally/invite them in to school? Identify and understand the main jobs in their local area. Classify the jobs roughly into primary, secondary, tertiary and quaternary. Look at maps of local area and identify features using symbols and grid references. Discuss what children would like to do when they are older and if there are opportunities for the work in the local area.

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			WONDERAMBITION **<u>Developing vocabulary linked to human and physical geography</u>** Regular use of 'Window swap' **<u>Fieldwork opportunities</u>** Collect data and information on a local farm (or produce questions to ask local farmer and email/post!) to look at what they grow, the conditions needed for a successful crop and the risks the crop faces. Discuss, compare and contrast, present and evaluate. Collect data on jobs in the local area – how do people and businesses make money? Discuss, compare and contrast, present and evaluate.
HISTORY Mayans (Non-European Society) *KEY QUESTION: How did Mayan life compare with today?* *KEY VOCABULARY:* *Maya/Mayan* *City states* *Temple* *Cacao* *Hieroglyphs* *Calendar* *Sacrificial rites*	To explore where and when the Mayan civilisation existed, how long it lasted and how their civilisation compared to others, including a comparison of the organisation of their society to modern Britain To find out about Mayan beliefs religious rituals and practices and to explore the everyday lives of ordinary Mayans, Mayan writing and calendars To explore the possible reasons for the sudden decline of the Mayan civilisation. *INITIAL ASSESSMENT: Primary school children are less likely to know specifics about the Maya so*	<u>Chronological Understanding:</u> Sequence times studied, including on a timeline, and consider impact on current learning. Use relevant terms linked to time e.g. era / century. Relate current studies to previous studies through comparisons. <u>Range and Depth of Historical Knowledge:</u> Use a variety and range of evidence to continue to develop and explain a broad understanding of previous civilisations.	Fact find about Mayan civilisation 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 Investigate Mayan religious beliefs and make models of Mayan temples (INDEPENDENCE) Research the daily life of a Mayan and make Mayan – inspired food Study Mayan writing , numbers systems and calendars and write in Mayan hieroglyphs Creatively write about Mayan sacrificial practises (Be EMPATHETIC) Debate the possible causes of the decline of the Mayan civilisation (TEAMWORK)

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	a written piece of work might not elicit much! *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!* *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*	Examine causes and results of great events and the impact on people and begin to understand that events can have more than one cause. <u>Interpretations of History:</u> Compare accounts and evaluate for fact / fiction clues. Begin to understand that there are different experiences of contemporaries within a time period, depending on status / wealth, providing different interpretations. <u>Historical Enquiry:</u> Identify the difference between primary and secondary sources. Confidently source and select relevant information. Ask and answer a variety of questions to begin to compare and debate, with justification.	

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		<u>Organisation and Communication:</u> Research and select data, organising it to communicate knowledge and understanding, beginning to show empathy.	
MUSIC (1) Unit: Solar System *KEY QUESTION: What do the planets sound like?* *KEY VOCABULARY: Ostinato, major, minor, consonance, dissonance, solo, unison, time signature.*	To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To use and understand other musical notations. To describe some of the key composers of the Romantic period.	<u>Performing – singing:</u> Perform a song with expression and with attention to tone and phrasing. Begin to sing with an awareness of dynamics. <u>Performing – instruments:</u> Play in unison with other pupils, beginning to keep to a set tempo. Begin to use and manipulate a range of dynamics for expressive effect. Perform different parts as an ensemble, keeping in time with each other. <u>Composing:</u> Choose instruments to compose a piece of music with an awareness of its purpose. Begin to use dynamic variation and tempo	**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.** **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.** https://www.bbc.co.uk/teach/ten-pieces/KS2-tchaikovsky-the-nutcracker-waltz-of-the-flowers-russian-dance/z4y3rwx https://www.bbc.co.uk/teach/ten-pieces/KS2-edward-elgar-enigma-variations-11-6-7/zdqdbdm https://www.bbc.co.uk/teach/ten-pieces/KS2-gustav-holst-mars-from-the-planets/zf6hsrd **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 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?

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	To describe what music from the Romantic period sounds like and how this is different to the Baroque and Classic periods. To discuss music with increasing awareness of the dimensions. To interpret images to create descriptive sound sequences. To learn a melodic ostinato. To perform a song with expression and with attention to tone and phrasing. To create a musical background to accompany a poem. To create and present a performance of song, music and poetry. *INITIAL ASSESSMENT:* *Play Tchaikovsky The Nutcracker and ask children to describe it using musical language.* *FINAL ASSESSMENT:* *Play Holst The Planets and ask children to describe it using musical language.*	imaginatively, and with intention, to convey a musical idea. Begin to apply playing skills, knowledge and experience when improvising and composing <u>Notation:</u> Begin to develop the use of appropriate notation to accurately record and communicate ideas. <u>Listening / Appraising:</u> Discuss and evaluate music with a focus on the effect and how this has been achieved. Begin to discuss and compare music with an increasing music vocabulary. Evaluate and refine their own compositions. <u>History / Genres of Music:</u> Describe in increasing detail what music from the four main periods of music history sounds like. Describe some of the key composers of the four main periods of music history.	Sing the chorus, verse and bridge of *Sun blast.* Listen to the first section of *Music of the starry night* by George Crumb. To help the children notice different details in *Music of the starry night*, listen several times, with discussion between each listening. Select instrumental timbres and dynamics to play a star sequence Sing the whole *Sun blast* song and highlight the use of dynamics. Listen to the second section of *Music of the starry night* and perform the ostinato from *Music of the starry night.* 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. Explore rap techniques in the verses of *Sun blast.* Listen to the effect of different tempos 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 *Planets in orbit* 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.) Learn to sing *Footprints on the moon.* Watch a graphic representation of the texture of Debussy's *Clair de lune.* Listen to the lunar dance section of *Footprints on the moon.* To help less confident children improvise the *Footprints on the moon* 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. Recap *Footprints on the moon* and discuss and learn the second verse

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			Earthrise from Apollo. Listen to music by Richard Strauss, associated with space exploration. Thinking about texture, use the poem *Space shot* by Gareth Owen as a framework to develop a launch pad piece Record a performance of the *Space shot* 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. Recap singing the chorus, verses 1 and 2 and lunar dance sections of *Footprints on the moon.* 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. ORIGINALITY – composing TEAMWORK – playing together
MUSIC (2) Unit: Mayan Music *KEY QUESTION: Why was music important to the Mayans?* *KEY VOCABULARY: Ceremony, melody,*	To appreciate and understand a wide range of music drawn from different traditions To improvise and compose music for a range of purposes using the inter-related dimensions of music. To explain why music is important in our culture and in other cultures.	<u>Performing – instruments:</u> Perform different parts as an ensemble, keeping in time with each other. <u>Composing:</u> Choose instruments to compose a piece of music with an awareness of its purpose. Begin to use dynamic variation and tempo imaginatively, and with	**Resources can be found in StaffShare/Music/Y5/Mayans** • 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 • 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

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accompaniment, pan pipes, conch shell, rituals.	To recognise that different traditions used different instruments. To compose a piece of music with an awareness of its purpose. *INITIAL ASSESSMENT:* *Thought shower - why is music important to us now? What do we use music for?* *FINAL ASSESSMENT:* *Performance of Mayan ceremonial music with a verbal description of the importance and purpose of this music to the Mayans.*	intention, to convey a musical idea. Begin to apply playing skills, knowledge and experience when improvising and composing <u>Listening / Appraising:</u> Discuss and evaluate music with a focus on the effect and how this has been achieved. Identify and describe changes in metre and tempo and their effects Begin to discuss and compare music with an increasing music vocabulary. Evaluate and refine their own compositions. <u>History / Genres of Music:</u> Describe and begin to compare the importance of music in our culture and in other cultures.	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. ORIGINALITY – composing BE RESPECTFUL towards other cultures
PE (1/2) Unit: Swimming	(Taught by instructor at Havant Leisure Centre)		
PE (1/2) Unit: Dance	To accurately copy and repeat set choreography.	THEME: Dance by Chance/snapshot/rock n roll <u>Physical:</u>	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

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KEY QUESTION: How do different themes affect the style of dance?	To choreograph phrases individually and with others considering actions and dynamics. To confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. To identify how different activities can benefit my physical health. To lead a group through short warm-up routines. To refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. To suggest ways to improve my own and other people's work using key terminology. To use counts when choreographing to stay in time with others and the music. To use feedback provided to improve my work.	Create a dance using a random structure and perform the actions showing quality and control Copy and repeat movements in the style of Rock 'n' Roll. <u>Social:</u> Provide and use feedback to improve on performance. Work with a group to create poses and link them together using transitions. Use choreographing devices when working as a group. Work with a partner to copy and repeat actions and keeping in time with the music. Work collaboratively with a group to create a dance in the style of Rock 'n' Roll. <u>Thinking:</u> Understand how changing the dynamics of an action changes the appearance of the performance. Understand and use relationships and space to change how a performance looks.	their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. 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. <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 **Health and safety** **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.**

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PE - Games (1) Unit: Football *KEY QUESTION: What physical and mental tactics can you employ to be successful in football?*	To develop dribbling the ball with control. To be able to dribble the ball under pressure. To pass the ball accurately to a target to help to maintain possession. To use first touch control to help to maintain possession. To use different turns to keep the ball away from defenders. To develop defending skills to gain possession. To develop goalkeeping skills to stop the opposition from scoring. To be able to apply the rules and tactics you have learnt to play in a football tournament.	<u>Physical:</u> Communicate with my team and move into space to keep possession and score. Dribble, pass, receive and shoot the ball with some control under pressure. Use tracking and intercepting when playing in defence. <u>Emotional:</u> Understand the rules of the game and I can use them most of the time to play honestly and fairly. <u>Thinking:</u> Identify how different activities can benefit my physical health. Identify when I was successful and what I need to do to improve. Make the correct decision of who to pass to and when. Use feedback provided to improve my work. Know what position I am playing in and how to contribute when attacking and defending. Understand the need for tactics and can identify when	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. OUTDOOR LEARNING <u>Key skills</u> Physical: Dribbling Physical: Passing Physical: Ball control Physical: Tracking / jockeying Physical: Turning Physical: Goalkeeping Physical: Receiving Social: Communication Social: Collaboration Social: Cooperation Social: Respect Emotional: Honesty Emotional: Perseverance Thinking: Selecting and applying tactics Thinking: Decision making **Health and Safety** **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.**

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		to use them in different situations. Understand there are different skills for different situations and I am beginning to apply this.	
PE - Games (2) Unit: Netball	To develop passing and moving to maintain possession. To use a variety of attacking skills to lose a defender. To move into and create space to support a teammate. To use defending skills to gain possession. To develop accuracy in the shooting action under pressure. To use and apply skills, principles and tactics to a game situation.	<u>Physical:</u> Communicate with my team and move into space to keep possession and score. Pass, receive and shoot the ball with some control under pressure Stay with an opponent and I am confident to attempt to intercept. <u>Emotional:</u> Understand the rules of the game and I can apply them honestly most of the time <u>Thinking:</u> Identify when I was successful and what I need to do to improve. Know what position I am playing in and how to contribute when attacking and defending Understand the need for tactics and can identify when	In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games. OUTDOOR LEARNING <u>Key skills covered in this unit:</u> Physical: Passing Physical: Catching Physical: Footwork Physical: Intercepting Physical: Shooting Physical: Dodging Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Selecting and applying skills Thinking: Decision making **Health and Safety**

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		to use them in different situations. Understand there are different skills for different situations and I am beginning to apply this.	**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.**
PSHE (1) Unit: Being Safe (Including Online) *KEY QUESTION:* *Is it ok to say no?* *How can I stay safe online?* *KEY VOCABULARY:* *Privacy* *Secret* *Promise* *Appropriate/ inappropriate* *contact* *Safe* *Unsafe* *Trust* *Respect*	To know: What sorts of boundaries are appropriate in friendships with peers and others (including digital context). About the concept of privacy, including secrets. That each person's body belongs to them – differences between safe/unsafe appropriate/inappropriate contact. How to respond safely to adults. How to recognise and report feelings of being unsafe around any adults. How to ask for advice or help. How to report concerns – what vocabulary should be used. Where to get advice.	<u>Living in the Wider World:</u> Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. Discuss their online communication and understand how others perceive this. Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private. 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.	**NSPCC bi-annual rolling programme** **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. **Year 5 – Dear Ash / Chris' secret** Share story and discuss advice that could be offered. Introduce confidentiality. Be TRUSTWORTHY and SAFE.

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	How their online communication affects others. How to protect personal information online; How to recognise disrespectful behaviour online and know how to respond to it. *INITIAL ASSESSMENT: Traffic light prior knowledge against learning objectives.* *FINAL ASSESSMENT: Re-visit learning objectives and assess in light of new learning.*	Understand that online communication can be misinterpreted. <u>Relationships:</u> Explain when they should keep secrets and promises and when they should tell someone about them. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. Recognise how different surprises and secrets might make them feel. Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Identify people who can be trusted. 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	TEAMWORK **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 **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. **http://code-it.co.uk/wp-content/uploads/2018/01/CommunicatingOnline.pdf** **SCARF – Year 5 – play, like share** https://www.thinkuknow.co.uk/8_10/watch/ **Watch and discuss video clips.** Reinforce the rules for: Playing online games safely, being careful what you share, things we see online. Lots more detail can be found on the SCARF resources.

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		with other people's actions towards them Understand what kinds of touch are acceptable or unacceptable Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.	
PSHE (2) Unit: Changing Adolescent Body *KEY QUESTION: How and why will my body change?* *KEY VOCABULARY:* *Puberty* *Physical changes* *Emotional changes* *Moods* *Menstruation* *Periods* *Tampons* *Sanitary towels*	To know key facts about puberty and the changing adolescent body, particularly age 9-11, including physical and emotional changes. To understand menstrual wellbeing, including key facts about the menstrual cycle. To know that body images in the media (male and female) are not always a true reflection of reality. *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.*	<u>Health and Wellbeing:</u> Discuss some physical and emotional changes at puberty and demonstrate ways of dealing with these in a positive way. Identify some products that they may need during puberty and why. Identify factors that affect emotional health and well-being.	**Use SCARF in conjunction with Living & Growing** **SCARF – Year 5** **Growing up and changing bodies** *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.* 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. Be HEALTHY, EMPATHETIC and RESPECTFUL. TEAMWORK Discuss changes to boys and girls. Teach - the menstrual cycle, explaining why and how and identifying emotional changes. 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

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Wet dreams *Semen* *Erection* *Sweat* *Breasts* *Spots* *Pubic hair* *Facial hair* *Underarm hair* *Sexual feelings* *Privacy* *Human rights* *Protection* *Female Genital Mutilation*	*INITIAL ASSESSMENT: Puberty quiz* *FINAL ASSESSMENT:* *Repeat puberty quiz*		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. Be SAFE **Changing bodies and feelings** Labelling external body parts. True or false activity – puberty and emotions. 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 cleqr boundaries in place). Use art materials to illustrate the changes taking place during puberty. **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 emptions. **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: How do Hindus celebrate Diwali*	To explain their ideas about good and evil. To identify and discuss the meaning of the stories, symbols and celebrations associated with Diwali. To describe and explain the links between the story, symbols and	<u>Communicate:</u> **Begin to respond creatively as well as describe in detail** their response to their own experiences of the concepts/words introduced. <u>Apply:</u> **Begin to explain** some examples of how their	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)

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and what do they remember during their celebrations? *KEY VOCABULARY: Good, Evil, Diwali, Ramayana, avatars*	the celebrations associated with Diwali. To explain in simple terms some of the beliefs expressed about Diwali *INITIAL ASSESSMENT: Thought shower about good and evil* *FINAL ASSESSMENT: Independent writing responding to questions about the concept*	responses relate to events in their own and other people's lives. <u>Enquire:</u> **Begin to explain** meanings of concepts/words in the traditions encountered and studied. <u>Contextualise:</u> **Begin to explain** the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples. <u>Evaluate:</u> **Discern and begin to explain** the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as **beginning to explain** some of the issues this might raise. **Begin to explain possible** value in the concepts/words for their own lives and communities	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 relation to good overcoming evil. Make decorations. Write a diary entry of a Hindu celebrating Diwali. Be RESPECTFUL 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) 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. **Further detail Hants teaching pack Diwali**
SCIENCE (1)	**Substantive knowledge**	**Disciplinary knowledge**	**RETRIEVAL**

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Unit: Electricity *KEY QUESTION: How do electrical circuits work?* ***Building Block*** *KEY VOCABULARY: Electricity, energy, heat. Circuit, current, voltage, resistance. Conductor, insulator. Cell, battery, bulb, amp, lead, motor, switch.*	(Key vocabulary identified in bold) To know that: **Current** is the flow of electricity around a circuit. **(Activity 1)** The power supply in a circuit pushes the current round the circuit **(Activity 1)** The **voltage** of the power supply is a measure of this push **(Activity 2)** Voltage is measure in **volts (Activity 2)** Batteries have a limited store of energy and when this is gone, they can no longer push the current **(Activity 2)** Current is the flow of electricity through a conductor **(Activity 3)** When current passes through a device it makes it work The larger the flow of current, the harder the device works **(Activity 3)** All parts of a circuit offer **resistance** to electrical current	Instructed / Undertaken / Revisited (Working Scientifically) Reporting and presenting findings from enquiries, in a written form. **(All activities)** Reporting and presenting findings from enquiries in conclusions. **(Activity 2)** Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. **(Activity 3)** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. **(Activities 4 and 5)**	What is a food chain? Can you draw a simple one? **<u>Activity 1</u>** Complete electrical glossary. Build simple circuits and test for insulators. (Purpose: To revise simple circuits and vocabulary from LKS2. **RETRIEVAL** Revisit key definitions - Electricity, batteries, wires, insulator conductor, circuit **<u>Activity 2</u>** How does the number of lamps in a circuit affect how long a battery lasts? GROWIT (Purpose: To **apply substantive knowledge** of voltage in a circuit to **form a conclusion and explanation** to a scientific enquiry question.) **RETRIEVAL** Recall the definitions of current and voltage. **<u>Activity 3</u>** How does the length of time I leave the current flowing affect the brightness of the bulb? GROWIT Plants: oxygen and carbon dioxide (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 **RETRIEVAL** Define a conductor, give examples

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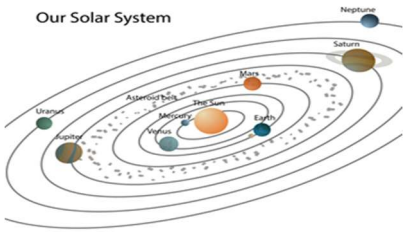
	including the wires. **(Activities 4 and 5)** Resistance is the slowing down of electrical current. **(Activities 4 and 5)** The more devices added into a circuit the greater the resistance. This means less current flows around the circuit **(Activities 4 and 5)**		**Activity 4** How does the length of a wire affect how bright a bulb is? (Purpose: To **develop the understanding and use of variables.)** GROWIT **RETRIEVAL** Explain what current does as it passes through a device and the effect of a larger current on the device. Label the parts of a flowering plant. **Activity 5** Does the type of wire used in a circuit affect the resistance? GROWIT 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
SCIENCE (2) Space and Gravity *KEY QUESTION: What goes on in our solar system?* *KEY VOCABULARY:*	**Substantive knowledge** (Key vocabulary identified in bold) To know that: A **Solar system** is a collection of **planets**, which **orbit** (a curved path) a **star**. **(Activity 1)** There are huge number of stars in space and therefore a huge	**Disciplinary knowledge** Instructed / Undertaken / Revisited (Working Scientifically) Identifying scientific evidence that has been used to support or refute ideas or arguments **(Activity 1)** Taking measurements, using a range of scientific	**RETRIEVAL** What are the seasons, and how are they different?  **Activity 1** 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.

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Sun, star, planet, moon, satellite, phases, universe *Diameter, radius, gaseous, rocky* *Weight, gravity* *Orbit, spin* *Galaxy, Milky Way* *Heat, light* *NB. Lots of shared vocabulary with Forces and Light.* ***Building Block***	number of solar systems. **(Activity 1)** Our solar system consists of 8 planets, many of those planets have **moons** which orbit around them. **(Activity 1 and PBL)** 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)** The planets and moons are **rotating** (spinning) **(Activity 1 and 2)** 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)** The time it takes one planet to rotate is called a **day**. On Earth this is 24 hours (**Activity 2)** **Asteroids** are lumps of rock that orbit a star (there are millions in between Mars and Jupiter) **(Activity 3 and PBL)**	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 2)** 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)** Identifying scientific evidence that has been used to support or refute ideas or arguments. **(Activity 4)** Apply substantive knowledge to develop ideas and models of phenomena. **(Activity 5)**	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) Predict how long each planetary year might be and compare with data. 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 plant in 2006 https://www.solarsystemscope.com/ The classification of planets requires three things - 1. It is in orbit around the sun, 2. It is round shaped, 3. It has cleared it 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) "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. (Purpose: To apply substantive knowledge to make scientific predictions and to identify what evidence has been used to refute ideas.) GROWIT/PBL **RETRIEVAL** Definitions of solar system, planets, orbit and star; **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 (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.)

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	Comets are objects that are made of Ice, which melts when they get closer to the sun leaving a tail. **(Activity 3 and PBL)** **Gravity** is force of attraction between two objects with **mass** (a quantity of matter) **(Activity 4)** The bigger the mass the bigger force it exerts. **(Activity 5)** Gravity works over distance but gets weaker as distance increases. **(Activity 5)** Stars, planets, moons have a very large amount of mass. They exert a gravitational attraction on each other. **(Activity 5)** Differences in gravity result in smaller mass objects orbiting around lager mass objects, e.g., planets around stars and moons around planets **(Activity 5)** The solar system is with a massive collection of stars called the **galaxy** (called the Milky way) **(PBL)**		**RETRIEVAL** Definition of moon, solar system, rotating day, orbit and year Definitions of electricity, batteries, wires **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. (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**. **RETRIEVAL** Definitions of star, moon, planet, galaxy, universe Recall definitions of electrical current and voltage **Activity 4** Introduction to gravity and falling objects pbs media (Purpose: To know the difference between weight and mass that all objects fall at the same time regardless of their mass. **RETRIEVAL** Definition of gravity **Activity 5** Presentation by staff on space, gravity and the moon at Chichester planetarium. Cover following questions: • If the moon became heavier as a result of meteorite collisions what would happen to its position relative to the Earth?

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	The Milky way is one of billions of galaxies in the **Universe**. **(PBL)** Stars are huge balls of gas that produce vast amounts of light and heat. **(PBL)** **(PBL activities aid depth of learning)**		• 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? Following trip children write up findings in science books. **PBL** • Children model movements of Earth, Moon and Sun • Research orbits of planets and history of beliefs • Top trump cards • Demonstrate phrases 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 GROWIT/PBL
SPANISH (1) **Unit: Monster body parts/ Mi Monstruo Tiene** *KEY QUESTION: What are the names of the facial body parts in Spanish?* *KEY VOCABULARY: Una cabeza, unos dientes, una*	To be able to understand and write head, hair, nose, eyes, ears, mouth and teeth. To use the verb to have in the 3rd person with an increasing awareness of verb conjugation. To be able to put the adjectives after the noun. Be able to able to listen to instructions. To be able to read and translate three sentences.	Listening Listen and show understanding of more complex familiar sentences. Speaking Ask and answer more complex familiar questions with a scaffold of responses. Use familiar vocabulary to say more complex sentences using a language scaffold. Use a language scaffold to present information and descriptions in simple	Children listen to video clips and repeat nouns. Children listen to songs and memorise phrases. Children listen to instructions and draw simple pictures. Children play board games and say out loud learnt vocabulary. Children use a verb, adjective and a conjunction, to say out loud sentences. Children read longer sentences to translate into English. Children use a dictionary to translate unknown words. Children write a paragraph of writing, with a corresponding picture, and a sequence of sentences in the 3rd person to describe their monster.

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boca, el pelo, una nariz ,unos orejas, unos ojos, grande, pequeno, lacio, rizado, largo, corto , tiene **Phonics gu before e or i rr u**	To be able to follow instructions to draw a monster. To be able to describe the body parts using already known vocabulary ie big, small, colours. To be able to write two adjectives after the noun using noun adjective agreements, joined with the conjunction and. To use a dictionary to extend vocabulary. *INITIAL ASSESSMENT: Which word sound familiar, what other languages do you know?* *FINAL ASSESSMENT: Write a paragraph in the 3rd person, describing a monster.*	sentences using familiar and rehearsed language. Follow the simple text of a familiar song and sing or read aloud. <u>Reading</u> Read and show understanding of a complex sentence using familiar language. Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to find the meaning / identify the word class. <u>Writing</u> Write and say a more complex sentence to describe, using a language scaffold. Write familiar complex sentences from memory with understandable accuracy. <u>Phonics and grammar</u> Explain the agreement of adjectives and nouns and demonstrate use. Name the words for the definite article and use correctly.	Writing will show an understanding of the grammatical structures and increasing accuracy in phonological word patterns. AMBITION, RESILIENCE, INDEPENDENCE, GREATNESS

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		Use the correct form of 3rd person singular (plural) of regular and high frequency verbs. Construct more complex sentences. Be familiar with and use the language patterns 'll' / 'n' / 'ce' / 'j' / 'rr' / 'qu' / 'c' / 'd' / g before a consonant / 'y' (also as a conjunction)	
SPANISH (2) **Unit: Dia De Los Muertos/Day of the Dead.** *KEY QUESTIONS* *What is the Mexican festival Day of the Dead?* *What is the focus of it?*	To be able to compare DOTD with Halloween and recognise how different the themes are; identify the themes of love and fear. To be able to recognise key symbols, such as the marigold, skull and lanterns and what they mean. To understand that this festival is about remembering lost loved ones. To design a celebration poster using the symbols. *INITIAL ASSESSMENT: Discussion, can you begin to read these words independently* *What is Day of the Dead?*	<u>Listening</u> Listen and show understanding. <u>Speaking</u> Ask and answer more complex familiar questions with a scaffold of responses. Use key vocabulary. <u>Reading</u> Read and show understanding of sentences using familiar language. <u>Intercultural understanding</u> Begin to explain the relationships, including similarities and difference between their lives and those of others.	Children will listen to information presented by the teacher and watch a short animated clip and discuss the symbols associated with the tradition. Children discuss, with their peers, symbols and how they are used to create meaning in pictures. Children discuss beliefs held by other cultures. Children read information to use in their own writing, selecting what is necessary and what is not. Children compare Halloween with Day of the Dead and reflect upon the religious beliefs, and customs of other cultures. RESPECT, EMPATHY,

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	FINAL ASSESSMENT: watch an animated clip and discuss the symbols associated with day of the dead. Write answers to questions comparing it to Halloween.	Recognise that Spanish is spoken in a variety of different countries and locate these on a map. Explain the similarities and differences of social conventions between different cultures. Explain the traditions and festivals of another culture and how they are celebrated.	

Other Ideas