

Year: 5      Topic: Space/ Hazardous Habitats	
Big question: Is space exploration ethical?	Hook task: Creating models of the solar system
PSHE focus: Being Me in My World	Review task and presentation: Answer the big question. Show case to parents of our learning.
Experiences/ shared learning: Visit to Space Centre	

**Geography NC aims/objectives:**

- Explain how settlements are arranged and land is used in an area of North America-Florida.
- Identify and explain the significance of lines of longitude and latitude.
- Describes a range of biomes and the environmental factors that are key to their existence.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area

**Key vocabulary:**

- Longitude
- Latitude

**Art and Design NC aims/objectives:**

- Emulate an artist's digital art.
- Use digital images to create a digital collage.
- Alter digital art to create new work.
- Recognise use of colour, shape and pattern in art work.
- Create patterns and shapes by drawing and printing.
- Print onto fabric.

**Key vocabulary:**

- Created
- Scanned
- Found
- Altered
- Accurate
- Printed

**Science NC aims/objectives:**

- Describe the movement of the Earth and other planets relative to the sun in the solar system
- Describe the movement of the moon relative to the Earth
- Describe the sun, Earth and moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

**Key vocabulary:**

- Earth
- Planet
- Solar System
- Moon
- Rotation
- Spherical body

<p>History NC aims/objectives:</p> <ul style="list-style-type: none"> <li>• Draw a timeline with different historical periods showing key historical events and significant people</li> <li>• Form historically valid questions about the significance of historic events</li> </ul> <p>Key vocabulary:</p> <ul style="list-style-type: none"> <li>• Continuity</li> </ul>	<p>Design Technology NC aims/objectives:</p> <ul style="list-style-type: none"> <li>• Make a prototype before a making a final version use a range of tools and equipment competently evaluate appearance and function against original criteria</li> </ul> <p>Key vocabulary:</p> <ul style="list-style-type: none"> <li>• Complex design</li> <li>• Modelling</li> <li>• Exploded diagram.</li> <li>• Computer aided design</li> <li>• Electrical buzzers</li> </ul>	<p>English:</p> <ul style="list-style-type: none"> <li>• Letter (persuasive)</li> <li>• Instructions</li> <li>• Narrative story (based on the text- maybe a part of the story or an alternative version)</li> <li>• Recount – diary/journal</li> <li>• Biography</li> </ul> <p>Non-chronological report</p>
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### Standalone subjects

<p>Maths:</p> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Addition and subtraction</li> <li>• Multiplication and division</li> </ul>	<p>French- <i>Me in The World:</i></p> <ul style="list-style-type: none"> <li>• Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map</li> <li>• Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites</li> <li>• Say and write something we do to help the planet</li> </ul>	<p>RE- <i>Belonging and Believing:</i> Who is Jesus?</p> <p>Key vocabulary for discussions:</p> <ul style="list-style-type: none"> <li>• Jesus Christ</li> <li>• Messiah</li> <li>• Prophet</li> <li>• Fulfilment</li> <li>• Succession</li> </ul>
<p>PE- <i>Personal:</i></p> <ul style="list-style-type: none"> <li>• Begin to challenge myself</li> <li>• Know where I am with my learning</li> <li>• Persevere with a task and improve my performance through regular practice</li> <li>• Cope well and react positively when things become difficult</li> </ul>	<p>Computing- <i>Computing Systems and Networks:</i></p> <ul style="list-style-type: none"> <li>• Explain that computers can be connected together to form systems</li> <li>• Recognise the role of computer systems in our lives</li> <li>• Experiment with search engines</li> <li>• Describe how search engines select results</li> <li>• Explain how search results are ranked</li> <li>• Recognise why the order of results is important, and to whom</li> </ul>	
<p>PSHE- <i>Being Me In My World:</i></p> <ul style="list-style-type: none"> <li>• Planning the forthcoming year</li> <li>• Being a citizen</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• How behaviour affects groups</li> <li>• Democracy, having a voice, participating</li> </ul>	<p>Music- <i>Our Community:</i></p> <ul style="list-style-type: none"> <li>• Sing a melodic ostinato</li> <li>• Compose a short piece of music based on Rugby</li> <li>• Arrange a song and perform it</li> </ul>	