

## ICT – SPREADSHEETS

The children will begin by learning the features of a spread sheet, such as: columns, rows and cell references. They will learn and practise how to input their own formulae before recognising how to use the sum function. The children will learn how to create a variety of graphs and charts and will use these skills to present data about the planets in our solar system. Finally, the children will use their understanding of spread sheets to help them to plan a mission to the moon. They will have to keep to a budget and monitor their own spending.

## MFL – WEATHER

The children will be learning how to say the date and describe the different weather conditions in French. They will learn the correct French pronunciation for the different seasons before writing their own sentences to describe seasonal change. The children will then apply their skills when working collaboratively to write and perform a weather forecast for a region in France using this new vocabulary and interactive maps displayed on the whiteboard.

## SCIENCE – EARTH AND SPACE

The children will describe the movement of the Earth and other planets around the sun by creating 3D models of our solar system and will compare these models to the heliocentric models produced by scientists such as Alhazen. They will learn how to describe the movement of the moon relative to the Earth and use the idea of the Earth's rotation to explain day and night. They will create their own shadow clock and will research why some people think that structures, such as Stonehenge, may have been used as astronomical clocks.

## GEOGRAPHY –OUR EARTH

The children will begin by comparing satellite imagery and aerial maps from Google Earth to some of the different maps found within an atlas. They will realise that these satellite images depict the different biomes and climate zones. They will then investigate the five biomes on Earth, which include: aquatic, desert, forest, grassland and tundra. They will then use a range of information, including temperature and precipitation graphs, to find out about the differences between these zones and will create leaflets to show their understanding of this.

## Earth and Space Year 5 - Summer



## RE – CREATION

The children will revise the Christian creation story and consider how this contrasts with scientific ideas about 'The Big Bang Theory'. They will compare these theories to other creation stories from around the world before reflecting on what they believe. Next, they will consider what places of worship we can find in Hemsworth and the faiths that are represented. They will compare how different faiths are represented nationally and begin to understand 'agnosticism and atheism'.

## HISTORY – SPACE EXPLORATION

The children will begin by constructing time lines to show how space exploration has developed from the 1940s to the present day. They will recognise that probes and animals were sent into space before humans. Next, they will write newspaper reports about Neil Armstrong landing on the moon in 1969 and investigate why some people believed that this was a false claim. They will then write recounts, as Jim Lovell, about surviving the ill-fated mission of Apollo 13. Finally, they will explore and compare current exploration developments.

## DT – SPACE BUGGIES

The children will begin by exploring a range of moving toys. They will analyse features such as: axles, wheels, motors and control fittings. They will then learn how to make and secure a basic chassis before considering the proportion, size and net design of their own space buggy. Next, they will explore how they will make their buddy function on its own by looking at a range of transmission systems, switches, lights and buzzers and how these could be incorporated into their final product. Finally, they will test their buggy and evaluate the effectiveness of their toy.

## MUSIC – JOURNEY INTO SPACE

The children will listen to and evaluate a range of musical impressions of space from different genres. Using this as a stimulus, they will select and research their chosen planet in preparation for creating a whole class composition to reflect our solar system. They will identify the planet's appearance, interesting features and characteristics before considering which instruments and sound effects would represent these in their own piece. They will use spiral graphic scores to record their choices whilst consider the use of dynamics, build up and rhythm.

## ART – STARRY NIGHT

The children will appraise a range of work by Van Gogh before focussing on 'Starry Night.' They will explore the different colours within the painting before learning how to create different shades and tints of a colour using black and blue paint. They will apply these skills and use this style to create their own starry night images using famous skylines from around the globe. Next, the children will compare the use of colour and line in 'The Tree of Life' by Gustav Klimt's. They will use their skills to create their own metallic representations of this piece.

## OUTDOOR PE – ATHLETICS

Throughout this unit, children will continue to work on a range of athletics skills and will describe the short-term effects on their body when they exercise. They will understand how athletic activities can develop stamina, strength and suppleness and the positive effects of this. They will develop own style and a rhythm when running over obstacle before practising successful relay take-overs as a team. They will work on a variety of throwing techniques and jumping combinations. They will take part in a variety of games to develop their control and accuracy.

## Earth and Space Year 5 - Summer



## PSHCE – GOOD TO BE ME

The children will use a variety of circle-time games to explore the feeling of unfairness. They will then write counter arguments to help people when they think something is unfair.

## ENRICHMENT

The Star Dome will be visiting school and allow the children to explore the constellations in the night sky and the different life stages of different stars.

## INDOOR PE – VOLCANOES

In Gymnastics, the children will identify and use spinning, rotation and rolling around three different axes. They will use these movements to create sequences which show an understanding of speed, level and direction. They will be encouraged to adapt, refine and improve specific skills. In Dance, the children will use props to create sequences which represent a volcano eruption and the lava flow. They will create the different sections so that they show clear changes in moods and dynamics. They will remember and perform the whole dance.