

**2018-19 Year 5 Plan for Term: Summer 1&2 Topic name: Mission to Mars (term 1) & The Industrial Revolution (term 2)**

Key Drivers: Earth & Space and the Industrial Revolution

Key Question: Did children’s lives improve during Victoria’s reign? How are astronauts able to live and work on the International Space Station?

Maths	<ul style="list-style-type: none"> <li>Decimals / Properties of Shape / Position and Direction / Converting Measures / Volume</li> </ul>
Genres Writing Composition and Transcription	<ul style="list-style-type: none"> <li>Writing to inform – report on ISS</li> <li>Writing to persuade - balanced argument (Mars or Neptune settlement and workers/children’s rights in Industrial Revolution history work)</li> <li>Writing to entertain – recounts from Jim Jarvis and Grimy Nick.</li> <li>Writing to inform - explanation text on how the heart works building on science work from last term</li> </ul>
Reading	<p>Reading comprehension: focus on explanation and inference through ISS research. Tier 2 vocabulary work Tier 3 scientific vocabulary in ISS work.</p> <p>Focus on explaining answers through locating appropriate supporting evidence.</p> <p>Predict and summarise through <i>Street Child</i>.</p>
Spelling	<p>Revise all word rules across year; Government Year 5 &amp; 6 Word lists; tricky words. affixes, homophones, hyphenation,; ei/ie, ible/able, ious, eous, cious, tious; cal, cial, tial</p>
Grammar	<p>Non-negotiables: to accurately use capital letters, full stops, exclamation and question marks, commas in lists, inverted commas and other speech punctuation, apostrophes for contractions, apostrophes for singular and plural possession; commas after fronted adverbials and begin to use commas to clarify meaning as well as commas, dashes and brackets for parenthesis.</p> <p>Semi colons between main clauses; hyphenation, active and passive voice, subjunctive form, 12 verb tenses – identifying progressive and perfect forms.</p>
Science	<p>Earth &amp; Space (summer 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p>Forces (summer 2)</p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>
History / Geography	<p><b>Key Question</b></p> <p>Why do we have day and night/winter and summer?</p> <p>Geography:</p> <ul style="list-style-type: none"> <li>time zones (including day and night), hemisphere consolidation; longitude and latitude</li> <li>link to science and ISS work: launch times, launch-pad geography and reasoning. Earth’s orbit of Sun, rotation on axis – link to maths time.</li> </ul> <p><b>Key Question</b></p> <p>Did children’s lives improve during Victoria’s reign?</p> <p>History:</p> <p>To use research skills to collate, interpret, empathise, hypothesise and evaluate the changes in children’s lives during the Industrial Revolution. Focus on local (infrastructure and growth of Newsome and Huddersfield) and national differences (focus on London – Street Child): health, transport, housing, work and leisure.</p>

Art / DT	<p>DT - Design a Mars rover (D&amp;T day)</p> <p>Pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>
Music	<p>Listen to Holst Planets Suite: identifying the instruments used, moods created and how they relate to the features of the planets themselves.</p> <p>Delete as appropriate from the NC areas but make sure all are covered equally over 4 year cycle</p> <ul style="list-style-type: none"> <li>• Listen with attention to detail</li> <li>• Use &amp; understand staff &amp; musical notation</li> <li>• Appreciate &amp; understand a wide range of recorded music from different composers, musicians &amp; traditions</li> </ul> <p>Develop an understanding of the history of music.</p> <p>Use a range of musical instruments to make a collaborative track representing the mood and processes for the journey and arrival of a manned Mars mission</p>
French	<p>Year 5 objectives</p> <ul style="list-style-type: none"> <li>• Planets</li> <li>• Responding to a painting</li> <li>• Writing and performing a poem</li> </ul>
RE	<p>Kirklees Agreed Syllabus –</p> <ul style="list-style-type: none"> <li>• What does it mean to be a Sikh?</li> </ul>
PSHE	<p>PHSE Curriculum Framework: How can we manage our Money</p> <ul style="list-style-type: none"> <li>• The role of money</li> <li>• Ways of managing money</li> <li>• Being a critical customer</li> <li>• Images in the media that do not necessarily reflect reality</li> </ul> <p>Link to eSafety and enterprise</p>
PE	<p>Sum 1 Y5 Swimming</p> <p>Y5 – Cricket</p> <p>Y5 Athletics</p> <p>Sum 2 Y5 Swimming</p>
ICT	<p>Designing a Mars base using computer aided design program – Sketch-up</p> <p>Send a message the astronauts to ISS using Python</p>
Outdoor learning / visits	<p>National Space Centre, Leicester (June)</p> <p>Forest School work: sun dials; maths-related outdoor investigations; forces work</p>
Enterprise /TASC /End product	<p>Focus on science and technology jobs: training, subject paths and opportunities.</p>