

**Year 5 Term 2 – The Truth Is Out There**

	<b>Activities</b>	<b>National Curriculum objectives/skills</b>
<b>Main subjects</b>	Science	<p>This topic will help pupils develop an understanding of the location and interaction of Sun, Earth and Moon. Using a model of the Sun and Earth, pupils will be able to explain day and night. They will learn that the Sun is a star at the centre of our universe and that it has eight planets. They will work scientifically by: comparing the time of day at different places on the Earth; creating simple models of the solar system; constructing simple shadow clocks; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.</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>Pupils should also be taught about gravity, explaining that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p>
<b>Hook for Learning/visit</b>	National Space Centre	The topic will be launched with a visit to the National Space Centre, where pupils will visit the planetarium and take part in a variety of workshops to support their learning.
<b>Authentic outcome</b>	Newspaper report	Pupils will use a journalistic style to write a newspaper report about a UFO sighting.
<b>Key texts/class reader</b>	Cosmic Nonfiction texts about Space.	<p>Apply knowledge of morphology &amp; etymology when reading new words</p> <p>Reading &amp; discuss a broad range of genres &amp; texts</p> <p>Identifying &amp; discussing themes</p> <p>Make recommendations to others</p> <p>Draw inference &amp; make predictions</p> <p>Discuss authors’ use of language</p> <p>Retrieve &amp; present information from non-fiction texts.</p> <p>Formal presentations &amp; debates</p>
<b>Writing purpose</b>	To entertain – narrative To inform – newspaper report	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan writing based on familiar forms</p> <p>Secure spelling, inc. homophones, prefixes, silent letters, etc.</p> <p>Use a thesaurus</p> <p>Legible, fluent handwriting</p> <p>Plan writing to suit audience &amp; purpose</p> <p>Develop character, setting and atmosphere in narrative</p> <p>Use organisational &amp; presentational features</p> <p>Use consistent appropriate tense</p> <p>Proof-reading</p> <p>Perform own compositions</p> <p>Use expanded noun phrases</p> <p>Use modal &amp; passive verbs</p> <p>Use relative clauses</p> <p>Use commas for clauses</p> <p>Use brackets, dashes &amp; commas for parenthesis</p>
<b>Art</b>	Space art by Peter Thorpe	Use sketchbooks to collect, record, review, revisit & evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials
<b>Music</b>	Pace inspired music – Holst’s Planet Suite David Bowie	<p>Perform with control &amp; expression solo &amp; in ensembles</p> <p>Improvise &amp; compose using dimensions of music</p> <p>Listen to detail and recall aurally</p>
<b>PE and games</b>	Dance Netball	<p>Play competitive games, applying basic principles</p> <p>Develop flexibility &amp; control in gym, dance &amp; athletics</p> <p>Compare performances to achieve personal bests</p>
<b>RE</b>	Prayer Why is prayer important to religious believers?	<p>Pupils identify what influences them, making links between aspects of their own and others’ experiences in relation to religion and belief</p> <p>They make links between values and commitments and their own attitudes and behaviour</p>
<b>JigsawPSHE</b>	Celebrating Difference	<p>I understand that cultural differences sometimes cause conflict</p> <p>I understand what racism is</p> <p>I understand how rumour-spreading and name-calling can be bullying</p> <p>I can explain the difference between direct and indirect types of bullying</p> <p>I can compare my life with people in the developing world I can enjoy the experience of a culture other than my own</p>
<b>MFL</b>	French	<p>Listen &amp; engage</p> <p>Engage in conversations, expressing opinions</p> <p>Speak in simple language &amp; be understood</p> <p>Develop appropriate pronunciation</p>
<b>Computing</b>	Green screen filming	Use search technologies effectively in order to carry out research for the film.