

**Year Group: 5**  
**Term: Spring 21**



## **Essential Question**

Are we destined for intergalactic relocation?

## **Final Outcome**

Produce a news station to report the sequence of all the findings to answer 'are we destined for intergalactic relocation?'

## **Driving Text**

The Jamie Drake Equation  
by Christopher Edge

## **Mini Outcomes**

- Mini outcome 1: Create a 3D model of the solar system
- Mini outcome 2: 'The End of the Earth' story writing
- Mini outcome 3: International Space Station information text

## **Experts, Trips, Experiences & Making Community Links**

Steam school experts (video links on website)

## **Key Vocabulary**

Solar system  
Sun  
Star  
Moon  
Planet  
Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto  
Earth  
Sphere  
Spherical bodies  
Satellite  
Orbit  
Rotate  
Axis  
Geocentric model  
Heliocentric model  
Astronomer  
Gravity  
Gravitational force  
Day  
Night  
Light  
Shadow

## **Technology**

Steam school  
Seesaw  
VR headsets – space theme

## **Immersive Environment**

Overall theme of Earth and Space will be reflected across both classrooms with stars, moon, sun and the planets incorporated. However, each classroom will also have designated 'research units' dedicated to gradual collection of information relating to each science curricular topic:

- Earth and Space (researching each planet, it's properties and consideration if they would offer a possible relocation point) Have each planet picture displayed and information on each planned dotted around as we consider each one in turn for a possible place of relocation.
- Animals (classify animals as mammals, amphibians, insects and birds) consider their life processes and process of reproduction, and what needs to have in terms of their habitats to allow for this. We will have a 'Noah's Space Arch' in mind and need to understand each animal type and what is required for their successful breeding and development once relocated.

## Outcomes for this Term/National Curriculum Links and Coverage

Maths	REAL Project		RE & Other Subjects <i>(taught discretely)</i>
	English	Foundation Subjects	
<p>Extra unit - Year 4 2-D shape learning (1 week) Year 4 Unit 11: shape and symmetry Lessons 6 to 9 and Lesson 11</p> <ul style="list-style-type: none"> <li>compare and classify 2-D shapes</li> <li>compare and classify quadrilaterals</li> <li>compare and classify right angled and equilateral triangles</li> <li>compare and classify isosceles and scalene triangles</li> <li>identify lines of symmetry in 2-D shapes</li> </ul> <p>Unit 6 - Fractions and decimals (3 weeks)</p> <ul style="list-style-type: none"> <li>Read, write, order and compare decimals</li> <li>Round decimals to the nearest whole number</li> <li>Represent, identify, name, write, order and compare fractions (including improper and mixed numbers)</li> <li>Calculate fractions of amounts</li> </ul> <p>Unit 7 – Angles (3 weeks) Include an amalgamation of Year 4 Unit 11 Lessons 2 to 4 at the beginning of Year 5 Unit 7.</p> <ul style="list-style-type: none"> <li>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>draw given angles, and measure them in degrees</li> <li>identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and a turn (total 180o); other multiples of 90o</li> </ul> <p>Unit 8 - Fractions, decimals and percentages (3 weeks)</p> <ul style="list-style-type: none"> <li>add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> <li>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> <li>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</li> <li>recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal</li> <li>solve problems which require knowing percentage and decimal equivalents of one half, one quarter, one fifth, two fifths, four fifths and</li> </ul>	<p><u>Writing</u> Following critique and multiple drafting process throughout the following genres:</p> <ul style="list-style-type: none"> <li>Information text</li> <li>Leaflet explanation text / factfile</li> <li>Creative writing – Pobble 365/literacy shed</li> <li>Poetry</li> </ul> <p><u>Grammar &amp; Punctuation</u> Taught through writing workshops – reference to Y5 expectations checklist</p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>List 13 – Spelling Rules: Words ending in '-able.' If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.</li> <li>List 14 – Spelling Rules: Adverbs of time (temporal adverbs) these are words to develop chronology in writing.</li> <li>List 15 - Spelling Rules: Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn't doubled.</li> <li>List 16 – Words with 'silent' letters at the start.</li> <li>List 17 – Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</li> <li>List 18 – Challenge Words</li> <li>List 19 – Words spelled with 'ie' after c</li> <li>List 20 – Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings</li> <li>List 21 – Words containing the letter string 'ough' where the sound is /aw/</li> <li>List 22 - Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.</li> <li>List 23 - Adverbs of possibility. These words show the possibility that something has of occurring.</li> </ul> <p><u>Handwriting – Nelson handwriting scheme – Unit 15 - 25</u> Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul>	<p><u>Science</u> <b>Earth and Space</b></p> <ol style="list-style-type: none"> <li>Describe the Sun, Earth and Moon as approximately spherical bodies (K)</li> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system (K). Identifying scientific evidence that has been used to support or refute ideas or arguments. (WS)</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. (K)</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. (K) Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (WS) Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (WS) Using test results to make predictions to set up further comparative and fair tests (WS)</li> <li>Describe the movement of the Moon relative to the Earth (K)</li> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system (K) Identifying scientific evidence that has been used to support or refute ideas or arguments. (WS)</li> </ol> <p><u>Geography</u></p> <p><u>History</u></p> <p><u>Design &amp; Technology</u></p> <p><u>Art</u></p> <p><u>Computing</u> <b>Purple mash - Unit 5.5 Game creator</b> L1 – To set the scene L2 – To create the game environment L3 – To create the game quest L4 – To finish and share the game L5 –To evaluate their and peers' games</p> <p><u>Music</u> 'Make you feel my love' (6 week block) 'The Fresh Prince of Bel Air' (6 week block)</p>	<p><u>RE</u> <b>Theme – Local Church - Community</b> <b>Topic 4 – Mission</b> <a href="#">Continuing Jesus' mission in diocese [ecumenism]</a></p> <ul style="list-style-type: none"> <li>Christ inaugurates the proclamation of the Good News using Isaiah</li> <li>The apostles share in Christ' mission</li> <li>The call of Levi</li> <li>Priestly prayer for unity in John's Gospel</li> <li>The nature of a diocese</li> <li>The bishop is the successor of the apostles and continues the mission of Christ</li> <li>The meaning of ecumenism</li> </ul> <p><b>Theme - Eucharist - Relating</b> <b>Topic 5 – Memorial Sacrifice</b> <a href="#">The Eucharist the living memorial of Jesus' sacrifice</a></p> <ul style="list-style-type: none"> <li>Passover in Exodus</li> <li>The institution of the Eucharist at the Last Supper</li> <li>The Eucharist as a memorial sacrifice of Jesus</li> <li>Transubstantiation through the power of the Holy Spirit, of bread and wine into the Body and Blood of Christ</li> <li>The real presence of Christ in the Eucharist</li> <li>Proclaiming the mystery of faith</li> <li>Eucharistic Prayer II</li> </ul> <p><b>Theme – Lent/Easter - Giving</b> <b>Topic 6 – Sacrifice</b> <a href="#">Lent a time of aligning with the sacrifice already made by Jesus</a></p> <ul style="list-style-type: none"> <li>Lent is a time for self sacrifice</li> <li>Jesus' temptation in the desert</li> <li>Holy Week</li> <li>The Stations of the Cross</li> <li>The Sorrowful Mysteries of the Rosary</li> <li>Gethsemane: the agony in the garden</li> <li>Holy Thursday, the altar of Repose</li> <li>Jesus' suffering</li> <li>The Crucifixion</li> <li>Good Friday liturgy of the Passion of the Lord</li> <li>The Resurrection</li> </ul> <p><u>PSHE (Jigsaw)</u></p>

<p>fraction and decimal equivalents of percentages that are multiples of 10 and 25</p> <ul style="list-style-type: none"> <li>• solve problems involving number up to three decimal places use all four operations to solve problems involving measure (for example length, mass, volume, money) using decimal notation, including scaling</li> </ul> <p>Unit 9 – Transformations (3 weeks)  Pupils will have missed Year 4 Unit 12: position and direction. Pupils will need more time at the beginning of the unit to practise interpreting and writing coordinates accurately in the first quadrant. We therefore recommend the following unit structure:</p> <ul style="list-style-type: none"> <li>• Year 5 Unit 9 Lesson 1 – translations on a grid</li> <li>• Year 4 Unit 12 Lesson 1 – introduction to coordinates, plotting coordinates and joining the points to make quadrilaterals</li> <li>• [Depending on pupils' confidence, you may wish to teach Year 4 Unit 12 Lessons 4 and/or 5 before moving back to the Year 5 unit]</li> <li>• Year 5 Unit 9 Lesson 2 – revise interpreting and writing coordinates and translate line segments</li> <li>• Teach the remainder of Year 5 Unit 9 as planned.</li> <li>• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</li> <li>• Use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>• Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing the writing implement that is best suited for a task</li> <li>• I write legibly and fluently using cursive and I have progressed to using pen</li> </ul> <p>Guided Reading  Check where we are up to by xmas.  The Tale of Two Cooking Pots  Txt Talk  Hi Max!  Murder at the Manor  Houdini does it again!  Tommy's Little Battle Part 1  Tommy's Little Battle Part 2  Hail Caesar!  <b>&amp; picture book study weeks</b></p>		<p>Spring 1 – 'Dreams and goals'  Spring 2 - 'Healthy Me'</p> <p><u>MFL - Spanish</u></p> <p><u>PE – see planning from coach</u></p>
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