Great Linford Primary School

| Year 5 | The Space Race | Autumn 1 |
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| **ROOTS Linked Enquiry Question:** Respect All — How did the Space Race help the USA and Soviet Union to find a mutual respect for each other? | **Whole School Project**: - | **Ignites, Trips, Visits & Visitors**: |

**Vision**:
For this project, the children will be linking science and history. They will be learning about the events that took place throughout the Cold War, from the launch of the V2 Rocket to the falling of the Berlin wall. They will look at how space endeavours have changed since this time period and what motivated each nation. They will learn about the ideologies and political views of different nations during the cold war, learning about capitalism and communism and how this led to the building of the Berlin wall. They will then compare the lives of people living in East and West Berlin during this time and compare this with their own lives. In science, they will learn about the planets in our solar system including whether they are rocky or gas planets and their size relative to the other planets as well as their relative distances from the sun.

**Key Texts**:
- The Jamie Drake Equation
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**History/ Geography**

| NC Links | Knowledge | Skills |
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| A study of an aspect or theme in British history that extends pupils knowledge beyond 1066. | • The space race lasted between 1955 and 1975<br>• The Space Race was a 20th-century competition between two Cold War rivals with opposing political views - the Soviet Union and the United States.<br>• On July 20, 1969, Neil Armstrong became the first human to step on the moon.<br>• Yuri Gagarin was the first man in space.<br>• That the Berlin Wall was built to separate the communist and capitalist parts of Berlin controlled by the different allies.<br>• In 1987 the USA and Soviet union agreed to work together on space missions.<br>• 1998 the ISS went into orbit<br>• Today the USA and Russia and other nations | Understand that no single source of evidence gives the full answer to questions about the past.<br><br>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).<br><br>Use dates and terms accurately in describing events.<br>Use sources of evidence to deduce information about the past.<br><br>Seek out and analyse a wide range of evidence in order to justify claims about the past. |

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| | continue to work in harmony on space missions.<br><br>OL: Can I compare life in East and West Berlin?<br>OL: Can I understand why the Space Race happened?<br>OL: Can I create a timeline of the events of the Space Race?<br>OL: Can I explain how the Space Race ended?<br>OL: Can I describe how space exploration today is an international endeavour? | |

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| English | | | |
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| **Writing Focus**: | News reports | **Short Bursts**: | Diary entry (POV of Neil Armstrong)<br>Description of a planet<br>Eyewitness account<br>Interview with an astronaut |
| **Cold Write**: | A news report about returning to school after summer. | | |
| **WAGOLL**: | A news report about the moon landing. | | |
| **Hot Write**: | A news report about the discovery of a new planet. | | |
| **Purpose:** | To inform | **Audience:** | Readers of a newspaper. People with general interest in space and current world events. |

| NC Links | Knowledge (Grammar) | Skills (Punctuation, Composition) |
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| • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own<br>• noting and developing initial ideas, drawing on reading and research where necessary<br>• using a wide range of devices to build cohesion within and across paragraphs<br>• evaluate and edit by: assessing the effectiveness of their own and others' writing<br>• ensure the consistent and correct use of tense throughout a piece of writing | ● Pronouns replace the noun in a sentence to avoid repetition.<br>● Apostrophes are used to show possession or omission.<br>● Direct speech is indicated using inverted commas. We can use indirect speech to explain what has been said.<br>**Terminology for Children:**<br>● relative pronoun<br>● relative clause | ● Expanded noun phrases<br>● Fronted adverbials (and commas after them)<br>● Relative clauses<br>● Using passive voice<br>● Inverted commas to indicate direct speech.<br>● Varying speech verbs (said) |

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| Speaking & Listening | |
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| **Speaking & Listening** | **Debating** |
| ● Understand how to answer questions that require more than a yes/no or single sentence response.<br>● Demonstrate active listening by justifying ideas or expanding on the ideas of others.<br>● Vary the length and structure of sentences.<br>● Ask questions and make suggestions to take an active part in discussions.<br>● Present an idea, topic or explanation to a group of peers.<br>● Comment on the grammatical structure of a range of spoken and written accounts. | ● Vary language between formal and informal according to the situation.<br>● Respectfully challenge opinions or points, offering an alternative.<br>● Build on points and provide counter arguments with fact, opinions and rhetorical questions. |

| Spelling & Phonics | | |
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| **NC Links** | **Knowledge** | **Skills** |
| Spell some words with 'silent' letters<br><br>Continue to distinguish between homophones and other words which are often confused<br><br>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 5.0 | Recap year 4 spellings<br>Spellings including:<br>● Homophones<br>● Prefixes<br>● Suffixes | ● Recap on phonic sounds, year 4 spelling patterns and common suffix endings.<br>- Suffixes –ed and –ing<br>- Prefix anti and inter<br>- Word endings tion, cian, sion |

| Handwriting | | |
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| **NC Links** | **Knowledge** | **Skills** |
| Pupils should be taught to:<br>● write legibly, fluently and with increasing speed by:<br>● choosing which shape of a letter to use when given choices and deciding<br>● whether or not to join specific letters<br>● choosing the writing implement that is best suited for a task. | Letters are joined using cursive style. Capitals are never joined.<br>Choosing the writing implement that is best suited for a task | Improve the legibility, consistency and quality of their handwriting |

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| Art, Design & Technology | | |
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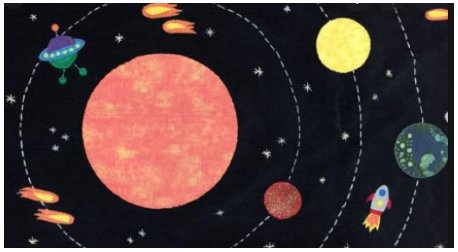
| **NC Links** | **Knowledge** | **Skills** |
| <u>Design</u><br>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design<br><u>Make</u><br>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities<br><u>Evaluate</u><br>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | <u>Sewing</u><br><br>Know different stitching styles.<br><br>Know about different textiles as well as types of thread and the properties of these for different purposes as well as to make their work aesthetically pleasing. | OL: Can I demonstrate different types of stitches?<br><br>OL: Can I design a solar system image to sew using a range of different textiles and materials?<br><br>OL: Can I complete my project according to my design specification?<br><br>OL: Can I evaluate my product?<br><br>  |

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| Science - Space | | | |
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| **Enquiry Questions**: | What other planets are in our solar system?<br>Why do the planets and stars seem to move over time in the sky?<br>How do we know the sun is in the centre of our solar system? | **Key Vocabulary**: | heliocentric, geocentric, orbit, rotate, gas, rocky, planet, star, moon, solar system, galaxy, diameter, density, atmosphere, gravity, full moon, new moon, waning, waxing, axis |

| NC Links | Knowledge | Skills |
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| **Work scientifically by**:<br>● identifying scientific evidence that has been used to support or refute ideas or arguments<br>**Pupils should be taught to:**<br>• describe the movement of the Earth and other planets relative to the sun in the solar system<br>• describe the movement of the moon relative to the Earth<br>• describe the sun, Earth and moon as approximately spherical bodies<br>• use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky | ● The sun is at the centre of our solar system and eight planets orbit it.<br>● The inner 4 planets are rocky and there are 4 larger gas giants.<br>● The moon orbits our planet, which takes about 1 month.<br>● The Earth rotates, which takes approximately 24 hours, and different parts of the Earth face the Sun at different times.<br>● The Earth is tilted on its axis which creates seasons.<br>● Scientists didn't always agree that the sun is at the centre of the solar system.<br>OL: Can I create a non-scaled model of the solar system?<br>OL: Can I name the planets in our solar system and describe some of their features?<br>OL: Can I describe the movement of the moon relative to the Earth?<br>OL: Can I explain day and night using Earth's rotation?<br>OL: Can I explain how the Earth's axial tilt affects daylight and seasons?<br>OL: Can I understand how scientists' understanding of planetary movement changed over time? | ● Compare and describe the different planets.<br>● Explain the movement of the Earth relative to the Sun and the moon relative to the Earth.<br>● Explain why days are longer during the summer. |

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| Music | | | |
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| **Termly Focus**: | Singing/Body Percussion linked to Space unit<br>**Gustav Holts Planets Suite** | **Key Vocabulary**: | Parts, phrase, range, thirds, phrases, dymanics, unison, genre, group, solo, range. |

| NC Links | Knowledge | Skills |
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| **The national curriculum for music aims to ensure that all pupils:**<br>● perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians<br>● learn to sing and to use their voices, to create and compose music on their own and with others<br>**Pupils should be taught to:**<br>● play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression<br>● listen with attention to detail and recall sounds with increasing aural memory<br>● appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians<br>● develop an understanding of the history of music. | ● Knowledge of harmony- chords and triads<br>● Can recognise different singing styles<br>● Can describe, identify and internalise the use of musical elements plus talk about the time, place and genre of the music, using their knowledge of the composers' use of elements and instruments (including computer generated or electronic) and awareness of mood | Sing with a sense of phrase and awareness of technique in lower/upper range<br>Sing in two parts confidently<br>Children sing in a variety of genres with awareness of technique, intonation, balance, ensemble, occasion, purpose and in groups of varying size.<br>Able to maintain two or more independent parts within a small group and/or provide a steady accompaniment or extemporised solo |

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| Computing | | |
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| **NC Links** | **Knowledge** | **Skills** |
| ● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br>● Use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br>● Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration<br>● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information<br>● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | ● Know that computers can be connected together to form systems.<br>● Recognise the role of computer systems in our lives.<br>● Recognise how information is transferred over the internet.<br>● Explain how sharing information online lets people in different places work together. | ● Understanding how computer systems help us.<br>● Be able to work collaboratively online.<br>● Be able to reuse and modify work completed by someone else. |

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| RE | |
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| **Termly Focus**: Beliefs and Practices<br>**Religion Focus**: Sikhism | **Key Question**: How far would a Sikh go for his/her religion? |

| NC Links | Knowledge | Skills |
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| ● Learning about the nature of religion and belief exploring questions about the nature, truth, meaning and value of religion and belief<br><br>● Learning about at least two other religions and/or worldviews, focusing on the way in which beliefs, practices and ways of life link together, recognising diversity of interpretation | ● During the forming of the Khalsa, some Sikhs were prepared to sacrifice their lives.<br>● Guru Nanak was the founder of Sikhism.<br>● Sikh's believe that God is in everything.<br>● It is a Sikh's duty to serve others.<br>● Sikhs believe that all people should be treated as equals.<br>● Langar is a community kitchen in the Sikh Gurdwara<br>● Some Sikhs travel to the Golden Temple of Amritsar<br>● Sikh weddings take place in the Gurdwara in front of the Guru Granth Sahib (holy book)<br>● Sikhs have 5 artefacts (the 5Ks) to demonstrate that they are a part of this community. | ● I can identify the different levels of commitment I show to different things and explain these priorities.<br>● I can make links between how Sikhs practise their religion and the beliefs that underpin this.<br>● I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. |

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| PSHE | |
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| **Knowledge** | **Skills** |
| **Focus: Being Me in My World**<br>● Identify my goals for this year, understand my fears and worries about the future and know how to express them.<br>● Know that there are universal rights for all children but for many children these rights are not met.<br>● Understand that my actions affect other people locally and globally.<br>● Make choices about my own behaviour because I understand how rewards and consequences feel an I understand how these relate to my rights and responsibilities.<br>● Understand how an individual's behaviour can impact on a group.<br>● Understand how democracy and having a voice benefits the school community. | Feel welcome and valued and know how to make others feel the same.<br><br>Understand my own wants and needs and can compare these with children in different communities.<br><br>Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.<br><br>Contribute to the group and understand how we can function best as a whole.<br><br>Understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself. |

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| PE | | |
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| **NC Links** | **Knowledge** | **Skills** |
| Pupils should be taught to:<br>● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]<br>● perform dances using a range of movement patterns | **Indoor Focus:** Dance – In Space (changing the suggested 'on the beach' to match topic)<br>● Perform a group dance using rhythm, timing, levels, dynamics, gesture, formation and question and answer on the theme of 'A Trip to Space containing the following elements: section 1: Preparing in the rocket, putting on a helmet and buckling in. Section 2: Take off and landing on the Moon. Section 3: Climbing down the ladder, taking those first steps on the moon, collecting samples and planting the flag. | Develop skills of unison, mirroring, contact, level, speed, direction, control, jumping, turning, gesture, action/reaction and repetition. |
| Pupils should be taught to:<br>● play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | **Outdoor Focus**: Invasion Games – Football<br>● Know the rules of a basic 5 aside football game.<br>● Understand the positional roles of players.<br>● Know key vocabulary linked to the sport. | ● Improve skills of moving with the ball, with control, passing and shooting with accuracy. Introduce and develop game play skills of attacking and defending, moving in and out of space. |