

Unit planner: What can we learn from Space? Year 5 9 Weeks

<p>Key Concepts: Curiosity, humanity, conflict, power, fairness</p>	<p>Intent: To gain an understanding of the wider world and space around us.</p>																																																																																																					
<p>National Curriculum Statements (Target Tracker)</p>	<p>Starter: Trip to The Space Centre Outcome: Hosting an Art gallery showcasing work for parents</p>																																																																																																					
<p>Pupils will be taught to – <u>RE</u> See SACRE document – unit 3 <u>Science</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments. <u>Art</u> Develop different ideas which can be used and explain his/her choices for the materials and techniques used. Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. Evaluate his/her work against their intended outcome Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. Mix colours to express mood, divide foreground from background or demonstrate tones. Experiment with using layers and overlays to create new colours/textures. Return to work over longer periods of time and use a wider range of materials <u>Computing</u> Independently select and use appropriate software for a task. Understand the need to only select age appropriate content. Use filters in search technologies effectively. Use filters in search technologies effectively and appreciates how results are selected and ranked. <u>DT</u> Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques. Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable.</p>	<p>Art/DT</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Can I use the printing technique to create a picture? 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<p>History</p> <p>Use dates to order and place events on a timeline. Compare sources of information available for the study of different times in the past. Make comparisons between aspects of periods of history and the present day. Understand that the type of information available depends on the period of time studied. Evaluate the usefulness of a variety of sources. Present findings and communicate knowledge and understanding in different ways. Provide an account of a historical event based on more than one source. Give some reasons for some important historical events.</p> <p>Music</p> <p>Compose complex rhythms from an increasing aural memory. Understand how pulse, rhythm and pitch work together. Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression. Develop an increasing understanding of the history and context of music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>PHSE</p> <p>Know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) Know what being part of a community means, and about the varied institutions that support communities locally and nationally Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom Consider the lives of people living in other places, and people with different values and customs</p>		<p>Reflection:</p> <ul style="list-style-type: none"> Reflection on <i>Gallery</i>. 	
<p>Text types:</p> <ul style="list-style-type: none"> 3 week persuasive text 3 week information text 1 week explanation text Recap 	<p>Literature:</p> <ul style="list-style-type: none"> Various Creation Stories Earth and Space 	<p>Maths links</p> <ul style="list-style-type: none"> Shapes - sphere 	<p>Enrichment</p> <ul style="list-style-type: none"> Space Centre