

YEAR 5 NATIONAL CURRICULUM
AUTUMN 1 MEDIUM TERM OBJECTIVES (7 weeks)
THEME - SPACE - NOW AND THEN (EARTH AND SPACE)

ENGLISH (Book Key to the Universe by Stephen and Lucy Hawkins.)	MATHS White Rose	SCIENCE	HISTORY GEOGRAPHY	R.E (Agreed Syllabus, 2017)	ART AND DESIGN	COMPUTING (SWITCHED ON)	P.E.	PSHE (JIGSAW)	MUSIC
<p>SPACE THEN AND NOW</p> <p>Non-Fiction: Non-Chronological Report/explanation text Space Race The Moon Landing Black hole How a star is formed. Different planets. 2 weeks</p> <p>Non-Fiction: Biography: Neil Armstrong Stephen Hawkins 2 weeks</p> <p>Fiction: Poetry: Observational poetry The Planets Space 1 week</p>	<p>Place Value 1.Read, write, order and compare numbers to at least 1000000. 2.Count forwards or backwards in steps of powers of 1. 3.Interpret negative numbers in context, 4.Round any number up to 1000000. 5.Solve number problems and practical problems. 6.Read Roman numerals to 1000.</p> <p>Addition and subtraction 1.Add and subtract numbers mentally with increasingly large numbers. 2.Add and subtract whole numbers with more than 4 digits, including using formal written methods. 3.Use rounding to check answers. 4.Solve addition and subtraction multi-step problems.</p>	<p>EARTH, SPACE AND THE SOLAR SYSTEM</p> <p>1. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>2. Describe the movement of the Moon relative to the Earth</p> <p>3. Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>4. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>SPACE - THEN AND NOW</p> <p>A significant turning point in History</p> <p>1. What people in the past used to think about the Earth, Sun and Moon</p> <p>2. Galileo and his findings about the Earth, Sun and Moon</p> <p>3. The constellations and the stories that they tell</p> <p>4. Make a timeline to show some of the important events in the history of astronomy and space</p> <p>5. Compare the size of the planets and their distance from the Sun</p> <p>6. The movements of the Earth, Sun and Moon and how they affect us</p> <p>7. Classify rocks and compare rocks on Earth with those on the Moon</p> <p>8. Craters are formed and the forces that are involved</p>	<p>U2.1 - Why do some people believe God exists?</p> <p>1. Outline clearly a Christian understanding of what God is like, using examples and evidence</p> <p>2. Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging</p> <p>3. Express thoughtful ideas about the impact of believing or not believing in God on someone's life</p> <p>4. Present different views on why people believe in God or not, including their own ideas</p>	<p>ART / DT DAY - create a solar system using a range of materials</p> <p>1. To use a range of materials creatively to design and make products</p> <p>2. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>We are game developers - developing an interactive game</p> <p>1. 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</p>	<p>Games / Gym / Athletics</p> <p>1. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>2. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>3. Take part in outdoor and adventurous activity challenges</p>	<p>Being in my world</p> <p>1. My Year Ahead</p> <p>2. Being Me in Britain</p> <p>3. Year 5 Responsibilities</p> <p>4. Rewards and Consequences</p> <p>5. Our Learning Charter</p> <p>6. Owning our Learning Charter</p> <p>Bullying disability</p>	<p>1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>2. Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>3. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>

