**Medium Term Planning: Autumn Term 1 2019 Year 5**

| **The topic for this term is:**  **Space Presenters (Science)** | | | **The launch event for this topic will be:**  Children will use VR headsets and Google Expeditions on I Pads to explore our solar system. Using I Pads, children will have the opportunity to view different planets using augmented reality. The VR headsets is an exciting way to experience space and feel like they are really there. | | | | | |
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| **The end of the term mini-project linking & applying knowledge is:**  At the end of the term, the children will create their own ‘Stargazing episode’ using inspiration from Prof Brian Cox and the popular BBC series Stargazing. | | | | | **The visitor from employment, linked to the knowledge acquired this term, will be:**  Possible visitor from STEM will talk to the children about their role with a focus on space engineering. | | | |
| **Class trip/workshop linked to the topic:**  **Fieldtrip- Peak District Environmental Centre**  Children will undertake fieldwork including observing and recording changes, changes in vegetation, weather and climate and physical geographical features in relation to altitude.  **Fieldtrip 2 - Keswick (Tourism)**  Children will undertake fieldwork in relation to tourism in the Lake District, comparing how the physical and human geography has changed over time. The visit will provide a sense of place as a context to develop their understanding. | | | | | **Other information:** | | | |
| **Wk commencing** | **04.09.19** | **09.09.19** | **16.09.19** | **23.09.19** | **30.09.19** | **07.10.19** | **14.10.19** | **21.10.19** |
| English | Children will be introduced to the text Oranges in No Man’s land.  They will explore the setting of the story (Lebanon) and will research information about this country. | The focus will be on immersing the children into the text through a range of reading comprehensions and grammar work. | The text Oranges in No Man’s land will be used to develop skills such as summarising, inference and use of language to portray a range of emotions.  Grammar focus – subordinate clause and fronted adverbials. | Using the text Oranges in No Man’s land, children will look at the text structure of a flash back.  They will analyse different flashback story openings and explore key features of this genre.  Grammar focus- direct speech. | This week, children will draft various parts of a flashback from a character of their choice from Oranges in No Man’s Land. At the end of the week children will compose their own flashback writing. | Poetry Unit  Pupils will be immersed into a range of poems by Charles Causley and Pie Corbett. During reading comprehensions, pupils will focus on providing reasoned justifications for their views and will explicitly focus on inference and deduction.  At the end of the week, we will explore the use of figurative language in poetry and how this enhances the impact on the reader. | Poetry Unit  Continuing to build on figurative language from the previous week, children will begin to plan and draft their own narrative poem.  Children will have the opportunity to reflect on feedback and make adaptations to their final piece. | Poetry Unit  This week pupils will be focusing on poetic features of free verse poems by Michael Rosen.  Pupils will discuss impact of authors' use of language on the audience.  At the end of the week, pupils will draft their own free verse poem. |
| Mathematics | MEP | MEP | MEP | MEP | MEP | MEP | MEP | MEP |
| Science |  | **Earth & Space**  **Coming up with intergalactic goods.**  Develop scientific enquiry questions that match a series of statements about space.  Match possible scientific enquiry approaches to specific scientific enquiry questions. | **Earth & Space**  **Model the Solar System.**  Create a scaled solar system model using spherical representations.  Research and collate planetary data online and represent it graphically.  Use ratios for scale and calculate and measure distances using a scaled system.  Select and use an effective medium to create an artistic representation of a chosen planet. | **Earth & Space**  **How the Solar System works.**  Understand the difference between geo and heliocentric solar system and how views have evolved.  Reconstruct a model of the solar system in the form of an orrery.  Present information and findings in the form of a video programme. | **Earth & Space**  **Day & Night – changing shadows.**  Plan a shadow investigation.  Observe, measure, record and identify patterns for changing shadows throughout a day.  Present scientific evidence in the form of a working ‘shadow clock’ model. | **Earth & Space**  **Sundial designers and time zone detectives.**  Track the Earth’s movement by making and observing a sundial.  Explore the Earth’s movement through simulation and time zones.  Solve problems using scientific evidence. | **Earth & Space**  **A Moon month.**  Carry out a simulation to investigate and demonstrate why the moon appears as it does in the sky.  Use photos as a scientific source to identify features on the moon.  Link lunar phases to the position of the Moon, Earth and Sun in the form of a diagram. | **Earth & Space**  End of term mini project – children will create their own ‘Stargazing’ episode applying their knowledge and skills acquired over the term. |
| History/Geography |  | **Map Skills – Contour Lines** | **Mount Everest**  **Locational knowledge:** Pupils develop contextual knowledge of the location of globally significant places.  **Place knowledge:** Communicate geographical information in a variety of ways, including writing at length. Interpret a range of geographical information.  **Physical geography:** Describe and understand key aspects of physical geography, including mountains.  **Human geography**: Describe and understand key aspects of human geography, including land use.  **Geographical skills and fieldwork:** Use atlases, globes and digital/computer mapping to locate countries and describe features studied. | **Mapping Mountains**  **Locational knowledge:** name and locate key topographical features in the United Kingdom including hills and mountains.  **Place knowledge:** Understand geographical similarities and differences through the study of the physical geography of a region of the United Kingdom (Snowdonia). Interpret a range of geographical information and communicate geographical information through maps.  **Physical geography:** describe and understand key aspects of physical geography, including mountains.  **Geographical skills and fieldwork:** Use map and digital mapping to locate countries. Use the eight points of a compass, four and six-figure grid references, symbols and key to build knowledge of the UK. | **The Formation of Mountains**  **Locational knowledge:** Understand the processes that give rise to key physical geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.  **Place knowledge:** Understand geographical similarities and differences through the study of physical geography of a region within North and South America.  **Physical geography:** describe and understand key aspects of physical geography, including mountains.  **Geographical skills and fieldwork:** Use maps to locate countries and describe features studied. | **Volcanoes**  **Locational knowledge**: Using maps to focus on North and South America, concentrating on key physical characteristics  **Place knowledge:** Understand geographical similarities and differences through the study of physical geography of a region within North and South America. Understand the processes that give rise to key physical geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.  Physical geography relating to volcanoes and mountains.  **Geographical skills and fieldwork:** Use map and digital/computer mapping to locate countries and describe features studied. | **Volcanoes**  **Locational knowledge:** Using maps to focus on Europe, North and South America, concentrating on key physical and human characteristics, key topographical features and land-use patterns; and understand how some of these have changed over time.  **Place knowledge:** Understand geographical similarities and differences through the study of a region of the United Kingdom, a region in a European Country and a region within North and South America.  **Physical geography:** Describe and understand key aspects of physical geography, including volcanoes.  **Human geography:** Describe and understand key aspects of human geography, including types of settlement and land use, economic activity and the distribution of natural resources including energy, food and minerals.  **Geographical skills and fieldwork:** Use maps and digital/computer mapping to locate countries and describe features studied. | **Earthquakes**  **Locational knowledge:** Using maps to focus on North and South America, concentrating on key physical and human characteristics.  **Place knowledge:** Understand geographical similarities and differences through the study of a region within North and South America.  **Physical geography:** Describe and understand key aspects of physical geography, including earthquakes.  **Geographical skills and fieldwork:** Use maps and digital/computer mapping to locate countries and describe features studied. |
| Art |  | **Artist: Roy Lichtenstein**  Children will explore the work of Lichtenstein and will start creating their own self portrait in this particular style. | **Artist: Roy Lichtenstein**  Children will continue creating their self portrait. | **Artist: Roy Lichtenstein**  This week, Art will link with PSHE as children will be drawing on their knowledge acquired of philanthropy to work in small groups creating a story in the comic book style of Lichtenstein. | **Artist: Roy Lichtenstein**  Children will continue to create images for their short story in the style of Lichtenstein. | **Artist: Roy Lichtenstein**  Children will continue to create images and captions for their short story in the style of Lichtenstein. | **Artist: Roy Lichtenstein**  This week children will be using I Pads in Art to capture their images for their comic strip story. Using the I Pad app Morpho, children will begin telling their story. | **Artist: Roy Lichtenstein**  The final week of Art will be finalising short stories on the app Morpho before sharing with peers. |
| Religious Education World Views |  | **Theme:**  Belief into action  **Key Question:**  How far would a Sikh go for  his/her religion?  **Religion:** Sikhism | **Theme:**  Belief into action  **Key Question:**  How far would a Sikh go for  his/her religion?  **Religion:** Sikhism | **Theme:**  Belief into action  **Key Question:**  How far would a Sikh go for  his/her religion?  **Religion:** Sikhism | **Theme:**  Belief into action  **Key Question:**  How far would a Sikh go for  his/her religion?  **Religion:** Sikhism | **Theme:**  Prayer and Worship  **Key Question:**  What is the best way for a  Hindu to show commitment  to God?  **Religion:** Hinduism | **Theme:**  Prayer and Worship  **Key Question:**  What is the best way for a  Hindu to show commitment  to God?  **Religion:** Hinduism | **Theme:**  Prayer and Worship  **Key Question:**  What is the best way for a  Hindu to show commitment  to God?  **Religion:** Hinduism |
| Computing |  | **We are Architects**  The pupils will research examples of art gallery  architecture, before using Trimble SketchUp to create  their own virtual gallery. | **We are Architects**  Continue to plan and build their own virtual gallery with a focus on external walls. | **We are Architects**  This week, children will reflect on their research before planning and building their roof and outside windows. | **We are Architects**  Children will consider the internal features of an art gallery to inspire them when creating their own canvas inside. | **We are Architects** This week, children will finalise their design, adding colours to walls and building any external features.  Children will upload their art work created in class to their gallery. | **We are Architects**    Children will work in small groups to take their peers through a walking tour of their gallery. |  |
| Music |  | **Gustav Holst**  Children to be introduced to Gustav Holst ‘The Planets’. | **Gustav Holst**  Improvise and compose their own music about ‘Earth’ using Holst’s Planets as inspiration. | **Gustav Holst**  Improvise and compose their own music about ‘Earth’ using Holst’s Planets as inspiration. | **Gustav Holst**  Improvise and compose their own music about ‘Earth’ using Holst’s Planets as inspiration. | **Gustav Holst**  Improvise and compose their own music about ‘Earth’ using Holst’s Planets as inspiration. | **Gustav Holst**  Children to perform their music piece. |  |
| PE |  | Games – a focus on teamwork and strategies.  Building and consolidating skills such as: defending, attacking, sending and receiving and travelling and shooting. | Games – a focus on teamwork and strategies.  Building and consolidating skills such as: defending, attacking, sending and receiving and travelling and shooting. | Games – a focus on teamwork and strategies.  Building and consolidating skills such as: defending, attacking, sending and receiving and travelling and shooting. | Games – a focus on teamwork and strategies.  Building and consolidating skills such as: defending, attacking, sending and receiving and travelling and shooting. | Games – a focus on teamwork and strategies.  Building and consolidating skills such as: defending, attacking, sending and receiving and travelling and shooting. | Games – a focus on teamwork and strategies.  Building and consolidating skills such as: defending, attacking, sending and receiving and travelling and shooting. | Games – a focus on teamwork and strategies.  Building and consolidating skills such as: defending, attacking, sending and receiving and travelling and shooting. |
| PSHE/RSE |  | What is Philanthropy?  To understand the meaning of the word philanthropy  To consider the importance of philanthropy  To examine examples of philanthropy in action | What is Philanthropy?  To understand the meaning of the word philanthropy  To consider the importance of philanthropy  To examine examples of philanthropy in action | Famous Philanthropists  To know that wealthy business people sometimes donate large sums of money to the causes they support.  To realise that there are different kinds of responsibilities, rights and duties.  To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. | Famous Philanthropists  To know that wealthy business people sometimes donate large sums of money to the causes they support.  To realise that there are different kinds of responsibilities, rights and duties.  To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. | Using Technology for good  To consider the ways in which technology can benefit people.  To learn about innovators who have helped others with their inventions.  To try to design a technology that will solve a problem. |  |  |
| MFL |  | Food and drink  Opinions / descriptions of food and drink (*bueno / malo para la salud* etc.) | Food and drink  Opinions / descriptions of food and drink (*bueno / malo para la salud* etc.) | Food and drink  Opinions / descriptions of food and drink (*bueno / malo para la salud* etc.) | Places in town | Places in town | Places in town | Places in town |

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| **Linking knowledge across subjects** |
| Summarise where you will make links between the learning in different subjects  Music (Holst ‘The planets’) will link with our Science topic on Earth and Space.  Art topic will link with Computing as children will be uploading their art work into their gallery created using Sketch Up.  Art topic will link with PSHE as children will retell a story in the style of artist Roy Lichtenstein comics with a theme of philanthropy ( PSHE topic) using the I Pad app Morpho. |

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| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool  **N/A** |