


Term: Summer 2 Year 5 – Skylarks and Eagles

Inspiration/Theme:	Curriculum Driver:	Outcome of learning:	
<i>Out of This World!</i> Earth and Space	STEM	Children will have written and performed their experience of discovering a new planet within our solar system. This will enable them to demonstrate the difference between formal and informal tones when writing. Through this, we will also develop our scientific knowledge of the Earth and space.	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
<p>Core text: George's Secret Key to the Universe by Lucy Hawking</p>  <p>Model of the solar system Models of planets</p>	<p><u>Hook/Stunning Start</u> Immersion into the solar system – making a human model of the solar system.</p> <p><u>Trips/Visitors/Marvellous Middle</u> Comparing science data with the Year 1 children – analysis of weather projects</p> <p><u>Celebration/Fabulous Finish</u> Performance of the informal reports on the discovery of a new planets</p>	<p><u>Earth and Space topic table</u></p> <ul style="list-style-type: none"> -Planets Globe Tim Peake -Distance between the planets <p><u>End product</u></p> <ul style="list-style-type: none"> • Published informal text about the planet discovery • Oral account of the discovery • Non-chronological reports • -Space themed poetry (Haiku) 	<p>My view is that...because...</p> <p>This is supported by the fact that...</p> <p>In my opinion...furthermore...However...</p> <p>Possible improvements may include...</p> <p>I think the question means...so the answer would be...</p> <p>I know that...therefore...I would try out...</p> <p>Knowing this means we can work out what's missing.</p>
Topic Table	Role play area/Book area focus	Maths Challenge table	Key vocabulary to be explicitly taught
<p><u>Key questions</u> If the sun were the size of a basketball, what size would the Earth and moon be?</p> <p><u>Key images/artefacts</u> Fictional discovery images Images of the planets Globe Stars Asteroids Comets</p> <p><u>Key vocabulary</u> Solar system Orbit Axis Atmosphere</p>	<p><u>Key questions</u> If you could move to another planet, which planet would it be and why? Are we alone in the universe?</p> <p><u>Key images/artefacts</u> Images of the planets Globe</p> <p><u>Key vocabulary</u> Planet, solar system, rotation</p> <p><u>Opportunities for active learning (writing, maths etc)</u> Children to use fiction and non fiction books to write a diary about a new planet being discovered. Children to act their discoveries and practise delivering news informally in the style of 'newsround'.</p>	<p><u>Key questions</u> If a shape has the area of 25m² what could the perimeter be? Is there more than one solution? How could you find the lengths of each side of the shape? Is area always bigger than perimeter?</p> <p><u>Key images/artefacts</u> Area and perimeter investigations</p> <p><u>Key vocabulary</u> Area Perimeter Squared Estimation</p>	<p>Read and share adventure stories at home. Develop an opinion about which is your favourite and make comparisons between texts that you have read, in order to make recommendations to your friends.</p> <p>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday. Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing. Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log. Log on to Maths Facts in a Flash and have a practise. The children will continue to be tested each week.</p>

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English	Maths	Science	PE
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will write a non-chronological report Children will write informally in the style of an email Children will write an informal fictional report <p>Key Skills:</p> <ul style="list-style-type: none"> Identify the key features of a non-chronological report Research information Use commas to add additional information Structure writing appropriately Recognise informal writing Edit and peer assess writing Use presentational devices 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be learning about position and movement, measurements, area and perimeter, volume and Roman numerals <p>Key Skills:</p> <ul style="list-style-type: none"> Name and plot points Describe translations and movements Describe reflections] Convert units of length, mass, volume and time Find perimeter of shapes Measure area Find capacity Write and recognise Roman numerals 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will learn about the features of our Solar System, including the movement of the Moon relative to Earth Children will investigate air resistance <p>Key Skills:</p> <ul style="list-style-type: none"> Describe the features of the Solar System Describe the movement of the Moon relative to the Earth Describe the effects of air resistance Present findings 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will learn skills to use in throwing and fielding games <p>Key Skills:</p> <ul style="list-style-type: none"> Develop techniques for over arm throws Develop techniques for catching a small ball Strike a ball with a rounders bat Use an underarm throw to bowl Evaluate performance in a team
Art	RE	Music	History
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will <p>Key Skills:</p> <ul style="list-style-type: none"> Appreciate the work of artists Represent ideas visually Develop and use printing techniques Evaluate and improve art work 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> To learn about different ways of seeing themselves To develop ideas about themselves and how they are similar to and different from others <p>Key Skills:</p> <ul style="list-style-type: none"> Talk about what choice they make Identify some ways I am special and different from other people Respond sensitively to questions about being me and about who I am 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Sing songs about journeys and listen to music that describes a storm. The children will use this as an inspiration to compose a class piece of music. <p>Key Skills:</p> <ul style="list-style-type: none"> Awaiting plans 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Build a timeline of ocean travel. <p>Key Skills:</p> <ul style="list-style-type: none"> Answer own historical questions Spot old and new things in a picture Answer questions using an artefact/ photograph provided Give a plausible explanation about what an object was used for in the past Find out about a famous person from the past and carry out some research on him or her.
Computing	PSHE	DT	Geography
<p>Outcome of learning:</p> <ul style="list-style-type: none"> To produce, use and improve an algorithm. Create an algorithm for a Bee Bot <p>Key Skills:</p> <ul style="list-style-type: none"> Give commands to make things happen and recognise when things go wrong (debugging) With support, make programmable toys carry out instructions (sensors) 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> To learn about their body and how to keep it safe. (Sex and relationships) <p>Key Skills:</p> <ul style="list-style-type: none"> Name parts of a body and know the difference between boys and girls bodies. To know how to keep their bodies safe and develop an understanding of how their bodies change and the importance of privacy. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Design and make a boat to carry pirates and treasure. <p>Key Skills:</p> <ul style="list-style-type: none"> Test their made products for durability against the design criteria. Reflect on the product made and verbalise the adaptations that could be 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Creating a journey for the boy and the penguin using atlases and maps. (where do they go next) Identify key features of a coast. <p>Key Skills:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Use basic geographical vocabulary to refer to key

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		made	physical features: <ul style="list-style-type: none">• Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.• Use locational and directional language to describe the location of features & routes on a map
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