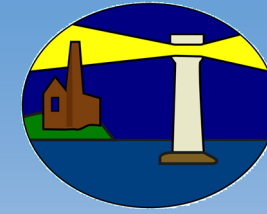


Y5 Curriculum Autumn Sequence

Earth and Space



DT	Art	Science	Computing
Intent <i>To create a pop up book of the solar system</i>	Intent <i>To recreate Van Gogh's Starry Night'</i>	Intent <i>To begin to plan different types of scientific enquiries, recognising and controlling varia-</i>	Intent <i>To read and understand code</i>
<ol style="list-style-type: none"> <i>To be able to analyse levers and pulleys</i> <i>To be able to look at other examples of pop up books and discuss the authors choices</i> <i>To be able to design individual solar system pop ups using pulleys and levers</i> <i>To be able to experiment with different materials for strength and flexibility</i> <i>To be able to design my own solar system pop up book with exploded and labelled diagrams</i> <i>To be able to make my own pop up book</i> <i>To be able to evaluate my own solar system pop up book</i> 	<ol style="list-style-type: none"> <i>To be able to observe and describe some of the techniques used by Van Gogh in his 'Starry Night' painting.</i> <i>To be able to sketch key areas from the original picture and use these to create some of my own</i> <i>To be able to explore different materials to recreate some of the patterns in the Van Gogh image</i> <i>To be able to create my own version of 'Starry Night' using techniques used by Van Gogh</i> 	<ol style="list-style-type: none"> <i>How does the Earth, and other planets, move relative to the Sun and solar system?</i> <i>How does the movement of the Earth effect how many days there are in a year and how leap years occur?</i> <i>Can we use the idea of the Earth's rotation to explain day and night, and the apparent movement of the Sun across the sky?</i> <i>How can we use the sun to tell the time?</i> <i>How does the Moon move relative to the Earth?</i> <i>How do we know that the Sun, Earth and Moon are approximately spherical?</i> 	<ol style="list-style-type: none"> <i>To be able to review existing coding knowledge and begin to simplify code to create a playable game.</i> <i>To be able to understand what a simulation is and to program one.</i> <i>To be able to know what decomposition and abstraction are in Computer Science and use these to plan a real-life situation.</i> <i>To be able to understand how to use friction in code and begin to understand what a function is and how these work in code.</i> <i>To be able to understand what the different variable types are and how they are used differently.</i> <i>To be able to begin to explore text variables when coding and understand what concatenation is and how it works.</i>
<i>Design and make</i> To create a pop up book of the solar system using gears, levers and pulleys	<i>Final piece</i> To recreate my own version of Van Gogh's 'Starry Night'	<i>Diagram/Explanation</i> To describe the life process of reproduction in some plants and animals	<i>To produce a playable game</i> To use code to produce a playable game based on our current topic

Y5 Curriculum Autumn Sequence

Earth and Space



Music	PSHE	RE	PE	French
Intent <i>To perform 'Livin' On A Prayer'</i>	Intent <i>Mental Wellbeing</i>	Intent <i>What does it mean to be a Muslim in Great Britain today?</i>	Intent <i>Personal Skills</i>	Intent <i>To learn and practise different family members with the correct article/determiner</i>
<ol style="list-style-type: none"> 1. Recognise the basic style indicators of Classic Rock music 2. Listen and appraise the song 'Livin' On A Prayer' by finding and moving to the pulse and discussing the song and what we can hear in it 3. Learn to sing the song 'Livin' On A Prayer' and compare it to 'We Will Rock You' by Queen 4. Use the glockenspiel to play 'Livin On A Prayer', while finding the pulse, rhythm and pitch 5. Improve with the song 'Livin On A Prayer' 6. Perform the song 'Livin On A Prayer' 	<ol style="list-style-type: none"> 1. What is resilience—Living in the wider world 2. What is resilience—Why persistence can be positive 3. Dealing with adversity—Controlling our emotions in adverse situations 4. The Power of words—Thinking about the words we use and whether they can damage or heal 5. Mental health—Growing together 	<ol style="list-style-type: none"> 1. What helps Muslims through the journey of life? 2. What is the key belief of Muslims? 3. Why does prayer matter to Muslims? 4. How is charity important to Muslims? 5. Why do Muslims fast? 	<ol style="list-style-type: none"> 1. Ball skills 2. Reaction/Response 3. Ball skills—I know where I am with my learning, persevere with a task and improve my performance, I see all new challenges as opportunities to learn and develop 4. Reaction/Response 5. Ball Skills 6. Reaction/Response—challenge myself and see all new challenges as opportunities to learn and develop, cope well and react positively when things become difficult 	<ol style="list-style-type: none"> 1. To be able to recognise, recall and spell different family members with the correct definite article/determiner 2. To be able to consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective 'my' 3. To be able to ask and answer the question 'do you have any siblings?' 4. To be able to consolidate the language needed to introduce their own/fictitious family members in the foreign language 5. To be able to be introduced to numbers 1-70 and use this knowledge to say how old their family members are 6. To be able to revise and consolidate all language covered in the unit
Perform the Song <i>Perform the song in front of a small audience using musical instruments</i>	Discussion <i>To understand and be more aware of how to control our emotions</i>	Debate <i>What do you think it means to be a Muslim in Great Britain today?</i>	Challenge yourself! <i>To begin to challenge myself when reacting and responding to ball skills</i>	Role play/Conversation <i>To use all language covered in the unit during a paired discussion and to complete the end of unit assessment</i>

Reading Comprehension and English book to inform writing

Cosmic

