



Year 5 Term One Planning

2021-2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic: Stargazers Memorable Experience : Cosmic Camp Key Text: Cosmic – Frank Cottrell-Boyce							
English: Reading	TBAT find the meaning of key vocabulary	TBAT retrieve	TBAT infer	TBAT answer questions about a text	TBAT retrieve	TBAT infer	TBAT answer questions about a text
English: Writing	TBAT recap punctuation TBAT predict and draw inferences TBAT draw inferences, justifying these with evidence from the text.	TBAT identify the features of a non-chronological report and plan. TBAT produce a non-chronological report TBAT produce a non-chronological report TBAT identify word classes (including nouns, verbs, adverbs and adjectives)	TBAT identify preposition and prepositional phrases. TBAT write effective sentences for our adventure story TBAT plan a descriptive writing sequence. TBAT write a descriptive sequence.	TBAT write a descriptive sequence. TBAT identify and use front adverbials TBAT to use art to visualise a setting. TBAT describe a setting using a variety of sentence structures.	TBAT identify and use direct and indirect speech. TBAT identify features of a newspaper report TBAT plan a newspaper report TBAT produce a newspaper report	TBAT identify and use commas. TBAT investigate vocabulary and punctuation. TBAT edit and improve a piece of writing TBAT publish a piece of work.	TBAT identify and use commas as parenthesis. TBAT plan a diary entry. TBAT write in the first person. TBAT write in the first person.
English: GPaS	TBAT recap punctuation in sentences.	TBAT identify word classes (including nouns, verbs, subordinating and co-ordinating conjunctions, pronouns, adverbs, prepositions and determiners).	TBAT identify and use prepositions and prepositional phrases	LO: To be able to use comparative and superlative language in sentences.	TBAT use and identify modal verbs to express possibility.	TBAT identify main and subordinate clauses.	
English: Spelling Rules		Words with endings that sound like /shuhs/ spelt with -cious.	Words with endings that sound like /shuhs/ spelt with -fious or -ious	Words with the short vowel sound /i/ spelt with y	Words with the long vowel sound /i/ spelt with y	Homophones and near homophones	Homophones and near homophones
Maths	<u>Place Value</u> TBAT read and write numbers to 100,000 TBAT order and compare numbers to 100,000	<u>Place Value</u> TBAT count in 10's, 100's, 1,000's, 10,000's and 100,000. TBAT round numbers within 100,000. TBAT read and write numbers to 1,000,000.	<u>Number</u>	<u>Number</u> Science link - Pattern-seeking investigation – How does the length of shadows change over day?			

<p>Science Earth and Space</p>	<p>Assess their prior knowledge with cold test.</p> <p>-TBAT Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Questions- <i>What is in our solar system? How large are they? How far apart are they?</i></p>	<p>-TBAT Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Question for research - <i>What is it like on the other planets in the solar system?</i></p>	<p>-TBAT describe the Sun, Earth and Moon as approximately spherical bodies. Question – <i>How can we prove the shape of the Earth, Sun and Moon?</i> <i>How do we know that the Earth is spherical?</i></p> <p>- TBAT describe the movement of the moon relative to the Earth. Question – <i>What is the moon like? How does the shape of the moon appear to change over time?</i></p>	<p>-TBAT Use the idea of Earth's rotation to explain day and night, and the Sun's apparent movement across the sky. Question – <i>How do we have day and night on planet Earth?</i></p> <p><i>Problem-solving – How can we use the Sun to tell the time</i></p> <p>TBAT report an explanation of a presentation.</p>	<p>Investigating gravity</p> <p><i>Why do objects fall downwards?</i></p> <p>-TBAT Explain that objects fall to Earth due to the force of gravity.</p> <p>-TBAT Take increasingly accurate measurements in standard units, using a range of chosen equipment.</p>	<p>Explore how craters are formed and why some planets have more than others.</p> <p>-TBAT Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding.</p>	<p>How do rockets lift off? <i>Love to Investigate.</i></p> <p>TBAT to plan and predict – what will happen when you add the effervescent tablet to the water? What combination of water and tablet will send the rocket furthest and why?</p> <p>End of Topic assessment.</p>
<p>Geography</p>	<p>- TBAT identify and describe key geographical features of the United Kingdom.</p>	<p>- TBAT identify and locate the counties of the United Kingdom.</p>	<p>-TBAT locate and identify towns and cities in the UK.</p>	<p>-TBAT To find out about the hills and mountains of the UK.</p>	<p>-TBAT find out about the seas and coasts of the UK.</p>	<p>-TBAT identify and explore the major rivers of the UK</p>	
<p>History</p> <p>Blocked see TERM 2</p>		<p>Meet Galileo Galilei, hailed as the father of modern observational astronomy. Find out about his life and work and, in particular, his discovery of sunspots on the Sun. Explain why this discovery was so significant and controversial at the time. Present information using a portrait of the man at the centre of a mind map.</p> <p>TBAT Explain why an aspect of world history is significant.</p>					
<p>Art</p>	<p>What is art?</p>	<p>TBAT learn about the colour wheel</p>	<p>TBAT use complimentary colours, monochromatic colours and colour</p>	<p>TBAT use layered paint to create a space scene.</p>			

			tones to create an image.				
D&T							<p>DT DAY</p> <p>-TBAT Design and make a satellite, rover or shuttle for a specific mission.</p> <p>-TBAT Select and combine materials with precision.</p>
Computing	-TBAT to assess reading levels on the Reading plus programme	-TBAT Understand what is meant by E-Safety -TBAT know how to be smart on the internet	-TBAT Understand the positive and negative uses of social media -TBAT Understand the impact of social media on our behaviour, emotions & lives	-TBAT Understand what cyber-bullying is -TBAT Identify cyber-bullying and its consequences -TBAT Learn how to deal with cyber-bullying	-TBAT Understand how to show respect online -TBAT Understand the difference between online and face to face communication -TBAT Learn rules for communicating online	-TBAT research satellite, shuttle or rover designs and their functions	
Music	Children to be reminded of the key elements of music - rhythm, pitch, texture, timbre, and duration.	<ul style="list-style-type: none"> • To feel the pulse and identify an ostinato • To learn a traditional song • To improvise actions to the pulse / beat 	<ul style="list-style-type: none"> • To learn and maintain a complex rhythmic ostinato 	<ul style="list-style-type: none"> • To explore more complex rhythms and to create an ostinato • To notate a rhythmic ostinato • To add lyrics to match the ostinato rhythm 	<ul style="list-style-type: none"> • To read and perform a rhythm from musical notation • To compose lyrics within a given meter 	<ul style="list-style-type: none"> • To compose/notate a rhythm to illustrate an aspect of a train journey • To read and perform a number of notated rhythms <ul style="list-style-type: none"> • To maintain a rhythmic line and a rhythmic ostinato in an ensemble 	<ul style="list-style-type: none"> • To read and perform an extended rhythmic composition using traditional notation • I can maintain a rhythmic line and a rhythmic ostinato in an ensemble • To perform with sensitivity and with musicality
Physical Education PE lessons – Fitness Games - Tennis	-TBAT develop an awareness of what your body is capable of. -TBAT to test and record baseline fitness scores. TBAT develop the forehand groundstroke	-TBAT develop sprinting technique and speed. -TBAT develop returning the ball using a forehand groundstroke.	-TBAT to develop strength using their own body weight. -TBAT develop returning the ball using a backhand groundstroke.	-TBAT develop co-ordination through skipping. -TBAT work cooperatively with a partner to keep a continuous rally.	-TBAT perform actions that develop agility. TBAT develop the underarm serve and understand the rules of serving.	-TBAT develop control whilst balancing. -TBAT develop the volley and understand when to use it.	-TBAT develop control whilst balancing. -TBAT re-test fitness and identify areas of improvement. -TBAT use a variety of strokes to outwit an opponent,
French	-TBAT revise numbers to 20. -TBAT revise greetings.	-TBAT revise classroom instructions.	-TBAT revise colours and classroom objects. -To learn that the colour comes after the noun in French e.g. une voiture rouge.	-To learn the names of the planets in French. -To practice best pronunciation Link to Earth & Space Topic	--To learn numbers to 31 in and out of sequence.	-To revise the months of the year. -To say when my birthday is.	-To learn Halloween vocabulary. -To compare Halloween celebrations in France compared to England (Cultural Awareness).
PSHE	Circle Time – Getting to know you.	TBAT to explain why everyone is unique	TBAT understand why is it important to share	TBAT identify what are some of the	TBAT identify situations which might make us	TBAT know when we might have to make a	TBAT explore what it feels like to make a

		and understand why this should be celebrated and respected.	our thoughts and feelings with those around us.	uncomfortable feelings that people can feel? What can we do to manage them?	feel nervous or shy? How can we feel and act more confident in these situations?	different choice to those around us? How can we do the right thing even if others do not?	mistake and describe how we can make amends.
Religious Education Question L2.6: Why do some people think that life is a journey? What significant experiences mark this?	TBAT to create a set of class rules and understand why we need rules?	U2.1 Why do some people believe God exists?	How many people believe in God?	Is God real? What do Christians think?	How do we know what is true? Why do people believe or not believe in God?	What do Christians believe about how the world began? Do they all share the same idea?	Is God Real? Why do some people believe God exists? Why do some people believe God doesn't exist?