



Year 5 Term One Planning

2022-2023

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic: Space Memorable Experience : Cosmic Camp Key Text: The Jamie Drake Equation - Christopher Edge							
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> TBAT compare and order numbers to 1,000,000. TBAT round numbers within 1,000,000 TBAT read negative numbers.	<u>Number</u> Science link - Pattern-seeking investigation – How does the length of shadows change over day? TBAT identify Roman Numerals to 1,000. TBAT revise place value skills.	TBAT subtract two 4-digit numbers with exchange TBAT round to estimate and approximate. TBAT use inverse operations.	TBAT answer multi-step addition and subtraction questions. TBAT revise number skills. TBAT interpret charts	TBAT use line graphs to solve problems. TBAT read and interpret tables. TBAT identify common factors TBAT identify prime numbers.

				TBAT add two numbers with more than one exchange. TBAT use mental strategies to solve problems.	TBAT recall times table and related division facts.	TBAT read and interpret line graphs.	
Science Earth and Space	<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- What is in our solar system? How large are they? How far apart are they?</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 - What is it like on the other planets in the solar system?</p>	<p>-TBAT describe the Sun, Earth and Moon as approximately spherical bodies. Question – How can we prove the shape of the Earth, Sun and Moon? How do we know that the Earth is spherical?</p> <p>- TBAT describe the movement of the moon relative to the Earth. Question – What is the moon like? How does the shape of the moon appear to change over time?</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 – How do we have day and night on planet Earth?</p> <p>Problem-solving – How can we use the Sun to tell the time</p> <p>TBAT report an explanation of a presentation.</p>	<p>Investigating gravity</p> <p>Why do objects fall downwards?</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? Love to Investigate.</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>
Geography	- TBAT identify and describe key geographical features of the United Kingdom.	- TBAT identify and locate the counties of the United Kingdom.	-TBAT locate and identify towns and cities in the UK.	-TBAT To find out about the hills and mountains of the UK.	-TBAT find out about the seas and coasts of the UK.	-TBAT identify and explore the major rivers of the UK	
History Blocked see TERM 2		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.					

		TBAT Explain why an aspect of world history is significant.					
Art		What is art?	Learn about the colour wheel and complementary colours.	Use monochromatic colours and tones to create a space image using this skill.	Explore the work of artist Peter Thorpe to inspire our own space themed abstract art piece.		
D&T							DT DAY -TBAT Design and make a satellite, rover or shuttle for a specific mission. -TBAT Select and combine materials with precision.
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 • 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 – Gymnastics Games - Tag Rugby	To be able to perform symmetrical and asymmetrical balances. To develop attacking principles, understanding when to run and when to pass.	To develop the straight, forward, straddle and backward roll. To be able to use the 'forward pass' and 'offside' rules.	To be able to explore different methods of travelling, linking actions in both canon and synchronisation. To be able to play games using tagging rules.	To be able to perform progressions of inverted movements. To develop dodging skills to lose a defender.	To explore matching and mirroring using actions both on the floor and apparatus. To develop drawing defence and understanding when to pass.	To be able to create a partner sequence using apparatus. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.	
French	-TBAT revise numbers to 20. -TBAT revise greetings.	-TBAT revise classroom instructions.	-TBAT revise colours and classroom objects.	-To learn the names of the planets in French.	--To learn numbers to 31 in and out of sequence.	-To revise the months of the year.	-To learn Halloween vocabulary.

			-To learn that the colour comes after the noun in French e.g. une voiture rouge.	-To practice best pronunciation Link to Earth & Space Topic		-To say when my birthday is.	-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 and understand why this should be celebrated and respected.	TBAT understand why is it important to share our thoughts and feelings with those around us.	TBAT identify what are some of the uncomfortable feelings that people can feel? What can we do to manage them?	TBAT identify situations which might make us feel nervous or shy? How can we feel and act more confident in these situations?	TBAT know when we might have to make a different choice to those around us? How can we do the right thing even if others do not?	TBAT explore what it feels like to make a mistake and describe how we can make amends.
Religious Education	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?