

Year 5 Curriculum Term 1

Topic Title: Stargazers

English

Year 5 will be reading 'The Jamie Drake Equation' by Christopher Edge. We will be focussing on the following in our writing:

Description – We will be focusing on describing characters and settings linked to our text or our Thematic lessons about space. We will carefully choose language to create effective descriptions, including expanded noun phrases and verbs to show action. We will also develop how our descriptions create mood, tone and atmosphere.

Viewpoints in recounts – We will be writing diary extracts and letters to express the viewpoints from various characters in our book, including Jamie and his dad, reflecting on their separation in the book. We will be using emotive language to show characterisation when writing in role.

Explanation – By researching about how astronauts perform simple daily tasks, we will be planning, drafting, writing and publishing our own 'How to...' books. We will be learning about how to use cause and effect conjunctions, writing in a logical order and also develop our language by using technical vocabulary with confidence.

Narrative – Finally, we will be weaving description, speech and action to plan, write and edit our own extended narratives based on 'The Jamie Drake Equation'. We will consider how our stories need to hook and entertain the reader. We will also use speech and description to develop our characters.

Place value and rounding of larger numbers

Children will learn the value of digits within large numbers and about number magnitude and the conservation of a million. They will compare and order numbers, count in steps of powers of 10 and learn to round numbers.

Interpret negative numbers

Children will learn to count forwards and backwards across zero, read scales involving negative numbers and apply negative numbers in context.

Place value of numbers with up to 3 decimal places

Children will learn to recognise and comparing tenths and hundredths as well as compare numbers with up to 2 and then 3 decimal places. They will order numbers with up to 3 decimal places and round numbers with decimal places.

Multiply and divide by 10, 100 and 1000

Children will learn to multiplying by 10, 100 and 1000 with whole numbers and decimals. They will also be dividing by 10, 100 and 1000 (including decimals).

Properties of number – multiples, factors and common factors

The children will learn to Identify multiples and compare multiples and factors. They will also identify all factors of a number and identify common factors.

Prime and composite numbers

Children will identify what makes a number prime and what makes a composite number. They will also build composite numbers from prime factors.

Multiply and divide mentally

Children will revisit strategies for recalling known facts and use known multiplication facts to derive others. They will double and halve to use known facts and learn about divisibility rules. Children will also learn to select an appropriate strategy for mental multiplication or division.

R.E. Where did the Christian Bible come from? We will be learning: In Term 1, we will be learning about the origins of the Christian holy book: The Bible. This will include the learning outlined below: To ask and respond to questions about the Bible. To learn about the history of the Bible and some of its features. To investigate the contents of the Bible. To learn about different translations of the Bible and what it means for Christians today. To understand the difference between literal and symbolic truth and to reflect on personal emotions	PSHE: One Childhood, One Chance This term, our PSHE learning will focus on the theme "One Childhood, One Chance." Children will begin by exploring who they are, the people who are important to them and how to build positive, respectful relationships with others. They will also learn to recognise and talk about their emotions, develop strategies to manage their feelings and understand that everyone can make positive choices. Our key learning areas: The Chilton Way – Learning our school expectations: Be Ready, Be Respectful and Be Safe, alongside our values of Kindness, Respect, Courage and Equality. Emotional Wellbeing – Recognising, naming and managing emotions using our Regulation Station. Positive Relationships – Building friendships, showing kindness, respecting others and understanding personal boundaries. Responsibility – Taking responsibility for our actions, behaviour and choices and understanding how these affect others. PSHE will be taught through circle time, discussion, role play, stories and creative activities, with each lesson beginning with a Thrive Starter to support children's emotional wellbeing and confidence.
Art: How are landscapes created? In Art this term, we will be focusing on drawing. We will be learning the following; I am beginning to include measuring skills to help with proportion in my drawings I am learning to use shading to create mood, feeling and texture I am learning to use a variety of techniques to add effects eg, reflections, shadow and direction of sunlight I am learning to use technical vocabulary I am learning to evaluate and analyse creative works I am learning to create objects in the foreground that appear larger than those in the background I am learning to sketch and give details about the style of notable artis	Music: Introducing key concepts This term children are encouraged to think about the performative and imaginary nature of the instrument. We start by playing 'air guitar' which leads us to thinking about best posture and different ways to hold the instrument. Following this, the children learn to identify and replicate basic rhythmic patterns by hand clap and then by strumming on the guitar. We then learn to use a basic guitar TAB system; the children will be asked to try and replicate popular melodies on a single string, over time incorporating more strings. This then develops into a simple understanding of triads that can be used as a supporting capacity to the melodies.
French:	P.E.

Children will learn basic facts about France. They will learn to count to 50 and learn and use basic French greetings. They will also learn class commands (e.g. stand up, sit down and line up).		Year 5 will be swimming in term 1. The children will be aiming to swim a range of different strokes, up to a distance of at least 25 metres. As a result of this, the children will gain confidence and understand the importance of water safety.
Thematic Curriculum		
Topic Title	Stargazers	
Golden Threads	Understanding the World	
Big Question	Do we really need to know what else exists in our Universe?	
Prior Knowledge	During year 5, in Understanding the world, the children learnt about Electricity, Sound and the water cycle. The children developed their scientific disciplinary knowledge, which they will continue to apply during practical investigations throughout year 5.	
Blurb overview	In this unit, we will be learning about the Sun, Earth, Moon and the 8 planets. We will learn the movements and rotations of the solar system. We will learn about the movements of the 8 planets relative to the Sun and the movement of the Moon relative to Earth. We will learn that in the past there have been many debates of the shape of the Sun, Earth and Moon and what we have used to understand the real shape.	
Celebration of Learning	Space Exhibition where we will share our learning with Year 4.	
Text Links	The Jamie Drake Equation – Christopher Edge George's Secret Key to the Universe – Lucy and Stephen Hawking Curiosity – The Story of a Mars Rover	
Oracy End Point:	Activity Big question debate at end of term	Learning intentions -Consciously adapt tone, pace and volume of voice within a single context. -Plan and deliver a structured argument with introduction, points and a conclusion. -Use facts and examples to support points -Recognise and challenge counter arguments
Science		
Substantive Knowledge		Disciplinary Knowledge
•To know the movement of the Earth, and other planets, relative to the Sun in the solar system. •To know and be able to describe the movement of the Moon relative to the Earth. •To know that the Sun, Earth and Moon are approximately spherical bodies. •To know how to use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. -To know about the work of past and present scientists: Past - Galileo and Aristotle Present – Frank Drake		-To explore ideas and raise scientific questions -To recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact - To make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them - To choose the most appropriate equipment to make measurements and explain how to use it accurately - To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

		- To use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas - To identify scientific evidence that has been used to support or refute ideas or arguments - To talk about how scientific ideas have developed over time -Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk -Gestures become increasingly natural -Consider the words and phrases used to express their ideas and how this supports the purpose of talk -To be able to give supporting evidence e.g. citing a text, a previous example or a historical event
History		
Substantive Knowledge		Disciplinary Knowledge
		-To know how to choose reliable sources of evidence to answer questions -To know that they need to question the reliability of sources -To know that people can represent events and ideas in ways that persuade others -To know how to give clear reasons why there may be different accounts of history -To know how to evaluate evidence to choose the most reliable forms -To know that there is often not a single answer to historical questions
Cultural Capital		
Cultural Knowledge: To know the place and movements of the sun, Earth, it's moon and other planets within the solar system.		
Weekly Overview		
Week 1 PSHE (2 days)	Day 1 (Thursday) will be spent learning about the new Culture Policy at Chilton. The children will learn about school expectations, what positive behaviour looks like and that behaviour communicates feelings and needs. They will also learn how adults can help them make better choices, what a Chance to Change card means and how we can repair mistakes to move forward. Throughout this day, children will learn that everyone belongs and can succeed. Day 2 (Friday) will be revisiting our school values of Respect, Equality, Kindness and Courage. The children will also learn how to use the Regulation Station within the classroom and about how they can take responsibility for their own feelings and managing them. The children will also have reminders about use of manners, including dinner table manners and greeting people around the school.	
Week 2 (PSHE)	The children will continue to focus on One Childhood, One Chance. Lesson 1: Today the children will focus on responsibility. This links to the children's responsibilities of their own behaviours and of the things in their environments. Children will be reminded that they are in control of their actions.	

	Lesson 2: The focus on this lesson is all on kindness. The following questions will be addressed: Can kindness take courage? What would you do if someone was kind to you, but your friend didn't like that person? How can you balance being kind to others and standing up for yourself? Can courage be invisible? Is doing the right thing always the brave thing? Is giving everyone the same always fair? Should everyone always get the same? Or should we give more help to those who need it? Does everyone deserve the same amount of respect? Is it more respectful to stay quiet or to speak up when you see unfairness? Lesson 3: The children will create a 'One Childhood, One Chance' school display based on all that they have learnt in PSHE.
Week 3	Lesson 1: <i>What do you already know?</i> Science: big question. Gathering questions. Knowledge organisers. We will look at our knowledge organiser to see what we will be learning this term. We will discuss what we already know about space and write down some big questions that we would like answered over the term. Lesson 2: <i>How does our position in the solar system impact on life on Earth?</i> We will learn about where we sit in space by learning about planets, solar systems and galaxies. We will also be learning the definition of these words. We will learn how the Earth moves around the sun focusing on the orbit and the fact the Earth tilts and then the effect of this on our daily lives, seasons, daylight hours and nature. -To know how the Earth moves around the sun focusing on its orbit and the impact of this on our seasons Lesson 3: <i>What shape is our Earth?</i> We will learn about the shape of our Earth but also what people used to believe. We will learn about important scientists that proved the Earth is spherical. -To know the shape of the earth but what people once believed by learning about Galileo/Aristotle.
Week 4	Lesson 1: <i>Does anything else orbit the sun?</i> We will learn about the movement of the Earth relative to the Sun in the solar system by learning the order of the planets and how they move in the solar system. We will learn the words helio/geocentric. We will also learn why Pluto is no longer considered a planet. -To know movement of the Earth relative to the Sun in the solar system by learning the order of the planets and how they move in the solar system Lessons 2 and 3: <i>Are all planets the same?</i> We will learn about rock/gas planets and then share what we have learned with others by making models. -To know movement of the Earth relative to the Sun in the solar system by learning the order of the planets and how they move in the solar system
Week 5	Lesson 1: <i>What do we know about the moon?</i> We will be learning to describe the movement of the Moon relative to the Earth. We will link this learning to how this relates to the Earth's movement around the Sun. We will also learn about how the moon affects the tides and why it is that we only ever see one side of the moon. -To know and be able to describe the movement of the Moon relative to the Earth Lessons 2 and 3: <i>What is gravity?</i> We will learn about the force of gravity and also about the past scientist Galileo and Sir Isaac Newton. We will link this to gravity in space. We will then share what we have learnt about gravity. -To know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
Week 6	Lesson 1: <i>How do we get day and night?</i> We will learn how the Earth's rotation on its axis explains day and night. We will be plunging ourselves into darkness and seeing how the light from a torch lights up only one side of a tennis ball, which will represent the Sun and the Earth. -To know the Earth's rotation explains day and night. -To know how the Earth moves around the sun focusing on spin, the Earth's axis and the effect of this. Lessons 2 and 3: <i>How can shadows show us the Earth is rotating?</i> Using models, we will be learning how shadows are formed and then focusing on how shadows show us the Earth is rotating. We will then share what we have found out.

	-To know the Earth's rotation explains day and night.
Week 7	Lesson 1: How do we know about the moon? We will be learning about the first moon landings. Lesson 2: What else do we want to know? We will learn how scientists ask questions and learn from other sources. After learning so much about space, we will get the chance this lesson to find out about things that peaked our interest over the term. In previous years this has led to learning about black holes, supernovas, satellites and many other topics. -To be able to generate own questions and decide how to find answer Lesson 3: Who is Frank Drake? We will learn who Frank Drake is and how his theories have changed science. Linking to our English book 'The Jamie Drake Equation' we will be learning about Frank Drake's equation which prompts the discussion of whether there is more life out there among the stars. We will look at the different arguments for and against it and then decide what we think and form an argument to back up our opinion. -To know about the scientific work of Drake and use this knowledge to discuss our own opinions Lesson 4: End of thematic quiz
Week 8 RE	RE: Christianity -Where did the Bible come from? Lesson 1 – We will ask and respond to questions about the Bible and to learn about the history of the Bible and some of its features. Lesson 2 – We will investigate the contents of the Bible; learn about different translations of the Bible and what it means for Christians today. Lesson 3 – We will understand the difference between literal and symbolic truth and to reflect on personal emotions. Lesson 4 –Thematic top up teaching