

<b>Key Literacy Texts:</b> The Jamie Drake Equation		<b>Locality Links:</b> Hull Remembrance - last soldier War memorial		<b>Visits/experiences/hooks</b> Planetarium in school Light workshop Fieldwork - Barton locality		<b>Artist of the term</b> Peter Thorpe  <b>Musician of the Term</b> Gustav Holst		<b>Author of the term</b> Christopher Edge  <b>PE/Significant Figures</b> Maisie Summers-Newton (Paralympic swimmer)			
<b>Writing Outcomes:</b> Explanation, narrative poetry, narrative (first and third person), non-chronological report, journalism persuasion (advertisement), argument (speech)evaluation				<b>Links to the world of work:</b> Astronaut - first all female space walk on the moon (link in to Hidden Figures) Space technician - NASA (Tim Peake UK astronaut) Space Buggy designer VAD Nurses - linked with locality PSHE/Maths/DT - explore different ways to spend money				<b>Key artefacts/resources:</b> - inflatable planets - globe/maps - telescope - models of the solar system			
<b>Writing</b>	<b>Reading</b>	<b>Maths</b>	<b>Science</b>	<b>History</b>	<b>Geography</b>	<b>RE</b>	<b>PSHCE</b>	<b>Art/ DT</b>	<b>PE</b>	<b>Computing</b>	<b>Music</b>
<p><b>Week one (four days)</b> To write an explanation text (All About Me!). To write informally - using contractions (omission) and dashes. To use interesting detail and facts to engage the reader. (2 Days) <b>Word class starter activities</b></p> <p><b>Week 2</b> To write a narrative poem (My Dad's an astronaut, you know!). To use figurative language (similes + personification). To experiment with stanza length and form. To use repetition for effect.</p> <p><b>Week 3</b> To write a first person recount diary entry (There's so much I want to tell him now ... (Pg 26) or Keep Moving... Page 32 To write sentences using parentheses (Bracket and dashes) Revisit relative clauses Conjunctions and commas to mark clauses.</p> <p><b>Week 4 + 5 (2 weeks)</b> To write a journalistic report (newspaper) (Pg 38-The Space Family Drake). To use direct and reported speech. To use emotive language for opinions. To write in a formal style as a journalist.</p> <p><b>Week 6- BHM</b> To write a formal persuasive speech (Hidden Figure) Colons for impact Rhetorical questions</p>	<p><b>3 weeks</b> To retrieve and record key details from fiction and non-fiction (retrieval). Circle scan circle</p> <p><b>3 weeks</b> Tbat infer information from details stated in a text. To explain and justify inference with evidence from a text. Circle scan circle</p> <p><b>1 week</b> To summarise ideas from more than one paragraph.</p> <p><b>1 week</b> To predict what might happen from details stated and implied.</p> <p><b>2 weeks</b> To explain and justify inference with evidence from a text.</p> <p><b>On going</b> To use knowledge of root words, prefixes and suffixes to read aloud and understand new words (daily). To practise using intonation, tone and volume, when reading aloud, so the meaning is clear to an audience (daily). To distinguish between fact and opinion (weekly).</p>	<p>Yr5</p> <p>TBAT read, write, order and compare numbers to at least 1,000,000</p> <p>TBAT identify the value of digits</p> <p>TBAT add and subtract mentally</p> <p>TBAT use written methods for addition and subtraction</p> <p>TBAT identify multiples and factors</p> <p>TBAT multiply and divide whole numbers by 10, 100 and 1000</p> <p>To know angles are measured in angles</p> <p>TBAT estimate and compare acute, obtuse and reflex angles</p> <p>TBAT convert units of measurements</p> <p>TBAT measure and calculate the perimeter</p> <p>TBAT calculate and compare the area of rectangles</p> <p>TBAT use written method for multiplication</p> <p>TBAT compare and order fractions</p> <p>TBAT read, write, order and compare numbers up to three decimal places</p> <p>TBAT identify regular and irregular polygons</p>	<p><b>Earth and Space</b></p> <p>TBAT describe the Earth, the Sun and the Moon as approximately spherical bodies. (SB/AB) <b>WS- Research and secondary sources.</b> <a href="#">Big Question: How do the Earth, Sun and Moon compare in size?</a></p> <p>TU the sun is a star. (AB) <b>WS- Research and secondary sources.</b> <a href="#">Big Question: Is the sun a star?</a></p> <p>TU that the sun is at the centre of the solar system and that it has 8 planets (and Pluto is a dwarf planet. (AB) <b>WS- Research and secondary sources.</b></p> <p>TBAT describe and model the movement of the Moon relative to Earth. (SB/AB) <b>WS- Research and secondary sources.</b></p> <p>TBAT actively model the movements of the planets in the solar system, relative to the sun. (SB/AB) <b>WS- Patterns and Relationships</b> <a href="#">Big Question: Does the Earth move?</a></p> <p>TBAT model how Earth's rotation explains day and night. (SB/AB) <b>WS- Patterns and Relationships</b> <a href="#">Big Question: How are day and night created?</a></p> <p>TBAT explain the apparent movement of the sun across the sky. (AB) <b>WS- Patterns and Relationships</b> <a href="#">Big Question: Does the sun move?</a></p>	<p>TBAT create a timeline of events for the space race. (1<sup>st</sup> moon landing to present day.)</p> <p>TBAT use primary and secondary sources to find out about the early years of space exploration from 1940 to 1970.</p> <p>TU the significance of the space race in world history.</p> <p>TBAT find out about the first landing on the moon and its significance to world history</p> <p>TU why Neil Armstrong is important in the history of space discovery and know what his legacy is</p> <p>To learn about the significance of the first all-female spacewalk in history. (Link in here to <b>Hidden Figures</b> - the true story of four black women and the space race)</p> <p>TBAT compare, contrast and investigate some of the ways in which astronauts explore</p>	<p>TBAT revisit the name and location of a range of countries significant to the space race (link to flags and chronological understanding).</p> <p>TU how satellites are used to capture geographical information about Earth.</p> <p>To use a range of digital aerial maps from different decades to study land features.</p> <p>TBAT use digital maps to revise human and physical features and explain changes over time.</p> <p>To conduct a virtual field trip to locate places of interest in relation to space. (Kennedy Space Center)</p> <p><b>November - Remembrance</b></p> <p>Fieldwork</p> <p>To take a walk around Barton to explore areas of interest to our locality using observations and recording (sketches and maps).</p>	<p><b>Creation vs Science</b></p> <p>Tbat analyse data about non religious worldviews and draw conclusions</p> <p>Tbat use disciplinary tools (theology) to explore sources of authority</p> <p>To explore and consider diversity of Christian worldviews</p> <p>To explore other widely accepted creation theories that are non religious</p> <p>Tbat organise and debate key belief about creation from different worldviews</p> <p>To organise and debate key beliefs about creation from different worldview</p> <p>I can explore through case study how conflicting theories can co-exist</p> <p>I can show understanding of why some Christians find faith and science compatible</p> <p>Tbat use skills as Sophia (philosophy) to wonder about life's big questions and express our worldview</p> <p>To use a source of authority and consider the idea of God as Creator and the place of humans in creation</p>	<p>To have an awareness of who I am and my identity (family, likes, dislikes, aims and ambitions etc).</p> <p>To be able to articulate my identity to others.</p> <p>To know what the term LGBTQ+ means.</p> <p>To know why the Stonewall Riots happened and suggest their legacy.</p> <p>To recognise and challenge gender stereotypes.</p> <p>To know how other factors, such as religion or the media, may affect attitudes towards gender.</p> <p><b>Careers</b></p> <p>To know the skills and qualifications needed to work as an astronaut and within a team at NASA.</p> <p>To use internet research to know about the variety of roles in an astronaut's team.</p> <p>To understand the value of teamwork and know why it is effective.</p> <p>Careers and economic well-being - enterprise activities.</p>	<p><b>Space buggies</b> - controllable vehicles - link to computing and circuits. Focus on outside material of buggy, sci link.</p> <p>TBAT research prior to making a product and communicate my ideas through discussion, annotated designs diagrams ad prototypes</p> <p>TBAT make functional and appealing products fit for purpose.</p> <p>TBAT make a product aimed at a specific audience</p> <p>TBAT use mechanical and electrical systems</p> <p>TBAT choose my materials base on their aesthetic properties</p> <p>TU how key events/individuals in technology have shaped the world</p> <p>TU that there are different ways people can pay for something</p> <p>TBAT budget money to pay for products</p> <p>To understand the term 'cost effective' and work out the</p>	<p><b>Autumn 1 year 5 (indoor)</b> <b>Body management</b></p> <p>To perform a variety of balances with a partner (mirror and contrast)</p> <p>To perform a variety of balances supporting and taking weight of partner</p> <p>To perform balances with partner on apparatus</p> <p>To perform balances with partner using apparatus</p> <p>To create a 3 part sequence with partner on apparatus</p> <p>To perform and evaluate an original sequence</p> <p><b>Year 6</b> <b>Body management</b></p> <p>To perform key gymnastic positions</p> <p>To demonstrate tension and control</p> <p>To link gymnastics positions</p> <p>To perform a headstand</p> <p>To perform a handstand</p> <p>To create a sequence and perform it with quality</p> <p><b>Year 5 (outdoor)</b> <b>Invasion Games</b></p> <p>To send and control a ball</p> <p>To shoot with accuracy</p> <p>To apply evasive skills to game situations</p>	<p><b>Computing Systems and Networks- Communication and collaboration</b></p> <p>Tbat explain the importance of internet addresses</p> <p>Tbat recognise how data is transferred across the internet</p> <p>Tbat explain how sharing information online can help people to work together</p> <p>Tbat evaluate different ways of working together online</p> <p>Tbat recognise how we communicate using technology</p> <p>Tbat evaluate different methods of online communication</p> <p><b>Creating Media - 3D Modelling</b></p> <p>Tbat recognise that you can work in three dimensions on a computer</p> <p>Tbat identify that digital 3D objects can be modified</p> <p>Tbat recognise that objects can be combined in a 3D model</p> <p>Tbat create a 3D model for a given purpose</p>	<p>TBAT listen and express impressions on a piece of music</p> <p>TBAT compose music using notation for a range of purposes</p> <p>Tbat organise or change sounds to create a different effect</p> <p>TBAT maintain my part in a performance while others are performing their part</p> <p>TBAT name composers and have an understanding of their history</p> <p>TBAT evaluate own and groups performances</p>

<p><i>Persuasive language and phrases inc openers</i></p> <p><b>Week 7 &amp; 8</b> To write instructions (how to go to the loo in space-pg 141). Tim peake video links. <i>To use brackets and dashes for parenthesis.</i> <b>Recap from week 3</b> <i>To use adverbials of time and manner.</i> <i>To use direct address,</i></p> <p><b>Week 9 &amp; 10</b> <b>Non-chronological report (Alien information p1-4 Space Oddity)</b> Sub headings Technical vocabulary Conjunctions Dashes for parenthesis (formal) Features of a non-chron reports Factual sentence starters</p> <p><b>Week 11 + 12</b> <b>Space Oddity p35-40</b> To write a persuasive brochure (Space Oddity) To use quotations To use colons and dashes for extra information To use expanded noun-phrases</p> <p><b>Week 13 + 14</b> 59-63 Dialogue- to move action on What happened next- to write a narrative including dialogue. Adverbial openers Descriptive phrases Direct speech (varying the reporting clause)</p> <p><b>Enterprise week</b> To write a detailed product evaluation (Enterprise). <i>To use headings, sub-headings and paragraphs.</i> <i>To use technical vocabulary to describe the design process.</i> <i>To use parenthesis to add additional detail.</i></p>		<p>TBAT use properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>TBAT identify 3D shapes, including cubes and other cuboids</p> <p>Yr6</p> <p>To use and identify place value in numbers to 10, 000, 000.</p> <p>To order whole numbers.</p> <p>To use and identify place value in decimals up to three decimal places.</p> <p>To order decimals.</p> <p>To use a formal written method for addition.</p> <p>To use a formal written method for subtraction.</p> <p>To solve equations involving missing numbers.</p> <p>To use trial and error to solve problems involving addition and subtraction.</p> <p>To use a formal written method for multiplication.</p> <p>To solve multistep problems using multiplication.</p> <p>To retrieve information from a table.</p> <p>To use formal written methods to solve 'find the possibility' questions.</p> <p>To revise odd and even numbers.</p> <p>To use a formal written method for division.</p> <p>To solve multistep problems using division, including with money.</p> <p>To know circumference, radius and diameter. (Y6)</p> <p>To calculate radius and diameter. (Y6)</p>	<p>TBAT observe and recognise some star constellations. (AB) <b>WS- Research and secondary sources.</b> <i>Big Question: How have the stars impacted humans over history?</i></p> <p>TU that a moon is a celestial body that orbits a planet (Earth has one moon, Jupiter has four large moons and many smaller ones). (AB) <b>WS- Research and secondary sources.</b> <i>Big Question: Why does the moon appear in different shapes?</i></p> <p><b>Light</b> TBAT use different light sources and describe how the light behaves and is reflected. (AB) <b>WS- Comparative and Fair Tests</b></p> <p>TBAT investigate how light travels. (SB) <b>WS- Comparative and Fair Tests</b></p> <p>TU that light appears to travel in straight lines. (AB) <b>WS- Patterns and Relationships</b> <i>Big Question: How does light travel?</i></p> <p>TU that objects are seen because they give out or reflect light into the eye. (AB) <b>WS- Research and secondary sources.</b></p> <p>TBAT investigate how we see. (SB) <b>WS- Comparative and Fair Tests</b></p> <p>TBAT explain how light is reflected using appropriate scientific vocabulary. (AB) <b>WS- Research and secondary sources.</b></p> <p>TU that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. (AB) <b>WS- Research and secondary sources.</b> <i>Big Question: How do we see?</i></p> <p>TU why shadows have the same shape as the objects that cast them. (AB) <b>WS- Comparative and Fair Tests</b> <i>Big Question: Do shadows change shape and size?</i> AB - assessment booklet SB - science bug</p>	<p>space today (Jamie Drake link).</p> <p>TBAT investigate how technology will have an impact on space travel in the future (careers link).</p> <p>TBAT learn about the discovery of the telescope and how it has helped scientific exploration.</p> <p>TBAT ask historical enquiry questions about the water clock (link to constellations and Greek myths). Science link - how have people learnt to tell the time using the sun?</p> <p>TU the cultural significance of the moon for different civilisations in historical stories. (Link to c-c writing myths.)</p> <p><b>November - Remembrance</b></p> <p>To know how the locality of Barton was impacted by events of WW1</p> <p>TU the significance of women from Barton during the war.</p> <p><b>Throughout topic:</b> To use and challenge historical sources.</p> <p>To ask a range of questions linked to sources from sources to understand change over time.</p> <p>To use a range of key vocabulary to indicate time and explain historical understanding using sources.</p>	<p>Tbat create a map of my journey, identifying the houses of significant women in the war.</p> <p><b>Throughout topic:</b> To use key vocabulary linked to geographical understanding of space and the world.</p> <p>To use a range of maps, including digital, google earth.</p> <p>To ask a range of questions linked to sources or fieldwork.</p>	<p>To explore by case study non religious worldview opinions about the creation story</p> <p>To explore by case study non religious worldview opinions about the creation story</p> <p>To debate the accounts of creation in Genesis 1 and contemporary scientific accounts</p> <p>To use my disciplinary skills (Sophia) to form a reasoned response to a big question</p>		<p>cheapest options in the designing and making process.</p> <p>Maths/PSHE link)</p> <p><b>ART</b></p> <p>To research and know who Peter Thorpe is.</p> <p>To consider a variety of work by Peter Thorpe and express opinions on what it shows (space art).</p> <p>To experiment with shade and colour using pastel.</p> <p>Tbat use colour to express feelings and emotions (music link)</p> <p>TBAT sketch an outline using in the style of Peter Thorpe.</p> <p>Tbat identify which colours contrast using a colour wheel.</p> <p>TBAT recreate a picture in the style of Peter Thorpe using pastels.</p>	<p>To develop an awareness of tactics To apply tactics and principles to game situations To use and apply tactics in a game situation</p> <p><b>Year 6 (outdoor) Invasion Games</b> To refine basic skills To refine basic skills To develop a new invasion game To develop a new invasion game To develop a new invasion game To perform skills in a game situation</p> <p><b>Autumn 2 (indoor) Year 5 Interpretative Dance</b></p> <p>To respond to music. To create a narrative based on music X2. To create and refine a narrative. To perform a narrative.</p> <p><b>Year 6 Interpretative Dance</b></p> <p>To respond to music. To create a narrative based on music X2. To create and refine a narrative. To perform a narrative.</p> <p><b>Year 5 (outdoor) Athletics</b></p> <p>To improve quality of technique To increase power and control To know principles of sprinting To run an endurance race effectively To run an endurance race effectively To refine throwing techniques</p> <p><b>Year 6 (outdoor) Athletics</b> To select appropriate skill for events</p>	<p>Tbat plan my own 3D model</p> <p>Tbat create my own digital 3D model</p> <p><b>DT link (Moon buggy)</b> Tbat use a range of technology for a specific project</p> <p>Tbat explain how an algorithm works</p> <p>Tbat use logical reasoning to detect errors in algorithms</p> <p>Tbat to explore 'what if' questions by planning different scenarios for controlled devices</p> <p>Tbat use technology to control an external advice</p>	<p><b>MFL</b></p> <p><b>Year 5/6 following scheme of work</b></p>
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