

The Big Question: Why is the Earth known as the 'Goldilocks' planet?			Main Subject Focus Science	Year Group: 5	Term: Spring 1
Science: Area of Study	Geography: Area of Study	History: Area of Study	Computing: Area of Study	RE: Area of Study	Writing Opportunities: Genres
<p><b>Earth and Space</b></p> <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Understand how human and physical processes interact and change environments and the climate.</p> <p>I can respond to questions in a geographical context.</p> <p>I can ask questions in a geographical context.</p> <p>I can look at issues/changes in the area.</p> <p>I can explain why my area may change in future.</p>		<p>I discuss the positive and negative impact of the use of ICT in my own life, my friends and family</p> <p>I understand the potential risk of providing personal information online</p> <p>I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.</p> <p>I understand that some websites and/or pop-ups have commercial interest that may affect the way the information is presented.</p> <p>I recognise the potential risk of using internet communication tools and understand how to minimise those risks, including scams and phishing</p>	<p><b>5.1 Inspirational people</b></p> <p><b>Key Question- What can we learn from great leaders and inspiring examples in today's World</b></p> <p>Show that I understand how inspirational leaders are examples of their religious' ideals.</p> <p>Connect two examples from different worldviews, identify what they have in common.</p> <p>Consider varied questions about what makes a person inspiring.</p> <p>Explain my ideas thoughtfully about the inspiring leaders I study.</p> <p>Apply ideas of inspiration for myself to stories of leaders.</p> <p>Consider varied questions about what makes a person inspiring</p>	<p>Explanation – night and day science</p> <p>Power of imagery – space poetry</p> <p>Recount – newspaper report on Tim Peake/moon landings</p>

			<p>I understand that some material on the internet is copyrighted and may not be copied or downloaded</p> <p>I understand that some messages may be malicious and know how to deal with this</p> <p>I understand that online environments have security settings, which can be altered, to protect the user including firewalls and filtering systems</p> <p>I understand the benefits of developing a 'nickname' for online use</p> <p>I understand that some malicious adults may use various techniques to make contact and elicit personal information</p> <p>I know that it is unsafe to arrange to meet unknown people online</p> <p>I know how to report any suspicions</p>	<p>Explain what matters about the lives of inspirational leaders.</p>	
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<b>Novel/Books: War of the Worlds Wonder Dome planetarium</b>					
<b>RSH(C)E: Area of Study</b>	<b>Art: Area of Study</b>	<b>PE: Area of Study</b>	<b>DT: Area of Study</b>	<b>Music: Area of Study</b>	<b>MfL: Area of Study</b>
<p><b>RSHE- How can friends communicate safely?</b></p> <p>I understand how friends and family communicate together, how the internet and social media can be used positively</p> <p>I recognise that knowing someone online differs from knowing someone face to face</p> <p>I know how to recognise risk in relation to friendships and keeping safe</p>	<p>I can experiment with oil pastels and chalk to create texture to create Solar system planetary art.</p> <p>I can produce the Solar System using scale from smallest to largest planet, in relation to each other.</p> <p>I can create different effects by using a variety of directional brushstrokes and 3D techniques to make Solar system planetary art.</p>	<p><b><u>Dance</u></b></p> <p>I can compose my own dances in a creative way.</p> <p>I can perform to an accompaniment.</p> <p>I can show clarity, fluency, accuracy and consistency through my dance.</p> <p><b><u>Gymnastics</u></b></p> <p>I can make complex extended sequences.</p> <p>I can combine action, balance and shape in a sequence.</p>		<p>I can compare the music within The Planet Suite by Gustav Holst using the terms tempo, pitch and dynamics.</p> <p>I can explain whether I think music is successful or unsuccessful.</p> <p>I can breathe in the correct place when singing.</p> <p>I can maintain my part whilst others are performing their part.</p> <p>I can perform a chord.</p>	<p>I express opinions in short written sentences.</p> <p>I name and describe objects.</p>

<p>I know about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with family and friends</p> <p>I know how to respond if a friendship is making me feel worried, unsafe or uncomfortable. I know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.</p>		<p>I can perform consistently to different audiences</p> <p><b>Swimming</b></p> <p>I can swim competently, confidently and proficiently to at least 25 meters.</p> <p>I can use a range of strokes effectively.</p> <p>I can perform safe self-rescue in different water-based situations</p>			
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