

Medium-Term Planning Format		
Cohort	Year 5	
Enquiry Question (QUESTIONING)	Is there anybody out there?	
Enquiry Driver	Science	
Enquiry Enhancer	Geography	
Main Enquiry Theme	Earth and Space	
National Curriculum Objective	<p><b>Science</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth and other planets relative to the sun in the solar system.</li> <li>Describe the movement of the moon relative to the Earth.</li> <li>Describe the sun, Earth and moon as approximately spherical bodies.</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Geography</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> <li>Can I identify and explain the movement of Earth relative to the sun?</li> <li>Can I explain how seasons and the associated weather is created?</li> <li>Can I identify and explain the movement of the moon relative to the Earth?</li> <li>Can I explain the size, shape and position of the Earth, sun and moon?</li> <li>Can I explain how night and day are created and use diagrams to show this?</li> <li>Can I explain how planets are linked to stars?</li> </ul>	
Key Knowledge and Skills (enhancer)	<ul style="list-style-type: none"> <li>Can I understand time zones and work out differences?</li> <li>Can I name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones?</li> </ul>	
Main Text	<ul style="list-style-type: none"> <li>Tim Peake– Hello is this planet Earth?</li> <li>DK– SPACE A children's encyclopaedia</li> <li>The Usborne Official Astronaut's Handbook</li> <li>Cosmic by Frank Cottrell Boyce</li> </ul>	

<p><b>Main Writing Genre</b></p>	<p>Diary Recount</p> <p>Biography</p>	<p>Children will write a recount as an astronaut going up into space and landing on the moon.</p> <p>Children will write a biography about Neil Armstrong, the first man on the moon.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>DIARY</b></p> <p>Date</p> <p>Dear Diary _____</p> <p>Opening paragraph 1</p> <p>Paragraph 2</p> <p>Paragraph 3</p> <p>Closing statement</p> <p>Sign off</p> <p>P.S.</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>RECOUNT</b></p> <p>GOOD TITLE</p> <p>Opening Statement (Who?, What?, Why?, Where?, When?)</p> <p>Events in Order (Who?, What?, Why?, Where?, When?) In <b>MORE</b> detail</p> <p>Conclusion</p> </div> </div>														
<p><b>Enquiry Hook (Questioning) [Experiences/experts]</b></p>	<p>Watch short video <a href="https://www.youtube.com/watch?v=cwZb2mqId0A">https://www.youtube.com/watch?v=cwZb2mqId0A</a></p>															
<p><b>Subsidiary Enquiries</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;"><b>LC1</b></td> <td>How many planets are there in our solar system?</td> </tr> <tr> <td style="text-align: center;"><b>LC2</b></td> <td>How do the moon and planets move around?</td> </tr> <tr> <td style="text-align: center;"><b>LC3</b></td> <td>Why are planets round?</td> </tr> <tr> <td style="text-align: center;"><b>LC4</b></td> <td>Why do we have day and night?</td> </tr> <tr> <td style="text-align: center;"><b>LC5</b></td> <td>What did NASA do in 1969?</td> </tr> <tr> <td style="text-align: center;"><b>LC6</b></td> <td>Who has travelled into space?</td> </tr> <tr> <td style="text-align: center;"><b>LC7</b></td> <td>Is there life on other planets?</td> </tr> </table>		<b>LC1</b>	How many planets are there in our solar system?	<b>LC2</b>	How do the moon and planets move around?	<b>LC3</b>	Why are planets round?	<b>LC4</b>	Why do we have day and night?	<b>LC5</b>	What did NASA do in 1969?	<b>LC6</b>	Who has travelled into space?	<b>LC7</b>	Is there life on other planets?
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<p><b>Reflection of Learning (SHARING)</b></p>	<p>Children to create a presentation about an area of space that we have learnt about or they would like to find out about. The presentation could be in the form of a poster, news report, powerpoint or publisher document.</p>															
<p><b>Potential Sticky Knowledge</b></p>	<ul style="list-style-type: none"> <li>• One million Earths could fit inside the sun – and the sun is considered an average sized star.</li> <li>• An asteroid about the size of a car enters Earth’s atmosphere roughly once a year – but it burns up before it reaches us.</li> <li>• Earth is the third planet from the sun and the only world known to support an atmosphere with free oxygen, oceans of liquid water on the surface, and life.</li> <li>• There is no atmosphere in space, which means that sound has no medium or way to travel to be heard.</li> <li>• Neil Armstrong was the first man to step on the moon. His first words when he stepped on the moon were, ‘That’s one small step for man; one giant leap for mankind.’</li> </ul>															

**Knowledge Organiser**

**Year 5 Knowledge Organiser (Autumn 2) : Is there anybody out there?**

Subject Specific Vocabulary	
asteroid	A small body of rock orbiting the Earth.
astronaut	A person who is trained to travel in a spacecraft.
astronomy	The branch of science which deals with celestial objects, space, and the physical universes a whole.
black hole	A region of space having a gravitational field so intense that no matter or radiation can escape.
comet	Icy bodies in space that release gas or dust.
cosmic	Relating to the universe.
eclipse	An obscuring of the light from the sun by the passage of another object between it and the observer or between it and its source of illumination.
equator	A line drawn round the middle of the Earth halfway between the North and South Pole.
galaxy	A system of millions or billions of stars held together by gravitational attraction.
gravity	Gravity, or gravitation, is a force produced by all things with mass or energy which are brought toward one another.
meteorite	A solid piece of debris from an object, such as a comet, asteroid, or meteoroid, that originates in outer space and survives its passage through the atmosphere to reach the surface of a planet or moon.
moon	A celestial body that makes an orbit around a planet.
planet	A celestial body moving in an orbit round a star.
star	A luminous ball of gas, held together by its own gravity.

**Exciting Books**

**Sticky Knowledge about Earth and Space**

One million Earths could fit inside the sun – and the sun is considered an average sized star.

An asteroid about the size of a car enters Earth's atmosphere roughly once a year – but it burns up before it reaches us.

Earth is the third planet from the sun and the only world known to support an atmosphere with free oxygen, oceans of liquid water on the surface, and life.

There is no atmosphere in space, which means that sound has no medium or way to travel to be heard.

Nell Armstrong was the first man to step on the moon. His first words when he stepped on the moon were: "That's one small step for man, one giant leap for mankind..."

**Learning Challenges:**

**LC1** How many planets are there in our solar system?

**LC2** How do the moon and planets move around?

**LC3** Why are planets round?

**LC4** Why do we have day and night?

**LC5** What did NASA do in 1969?

**LC6** Who has travelled into space?

**LC7** Is there life on other planets?

**Other curriculum areas which are to be taught discretely:**

**Religious Education**

**What are the different ways to worship? What are the differences and similarities between religions?**

- Can I identify and explain beliefs about worship and prayer?
- Can I describe examples of ways in which people use sacred texts in worship and prayer?
- Can I compare ideas about worship from different religions?
- Can I make clear connections between what people believe and how they worship and pray?
- Can I use evidence and examples to show how and why people put their beliefs into practice in prayer and worship?
- Can I make connections between the beliefs and practices studied, evaluating and explaining their importance to different people?
- Can I reflect on and express what can be learnt from the practices of prayer and worship in different religions, giving my own ideas?

**PSHCE**

**Looking after me**

- How do I make a choice?
- Should my heart rule my head?
- Why is change so scary?

*(see Talking Points curriculum for the full programme breakdown)*

**Music**

*See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.*

**Unit 2 - Classroom Jazz 1**

**Physical Education**

**Gymnastic Activities**

- Can I perform a number of agility movements, shapes and balances with reasonable control?
- Can I use a variety of methods to create a more complex sequences?
- Can I adapt sequences for different ability partners?
- Can I demonstrate my work showing elements of creativity?
- Can I improve my own performance after observing others and suggesting ways they could improve?
- Can I describe how to refine, improve and modify performance?

<b>Computing</b>	<p><i>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p><b>Y5 Unit 26 – Programming</b></p>		
<b>MFL</b>	<p><i>See the Primary Languages Network programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p><b>Unit 2 – Time in the City</b></p>		
<b>Additional Links</b>	<b>British Values</b>	<b>Outdoor Learning</b>	<b>Community</b>
	<b>Citizenship (Beaver Pledge)</b>	<p><b>Global Neighbours</b></p> <p>To understand that we all live on one planet. Mankind had a massive achievement in landing a human on the moon.</p>	<p><b>Home Learning</b></p> <p>Children to research about the moon landing and write a report about it.</p>