



Year 5 2021/2022: What makes planet Earth unique?



Learning Journey

Engaging

Authentic

Rigorous

Nova Curriculum

Year 5

Terms 5 & 6

Overview:

This enquiry enables learners to consider their opinions about what makes our planet unique in comparison to other planets and how we describe the movement of the Earth, and other planets, relative to the Sun in the solar system. We examine the lifecycles of animals and humans and describe the life process of reproduction in some plants and animals. In Term 6, we describe the parts of a river, learn about the water cycle and explain key aspects of mountains using a fantastic range of picture books such as The Rhythm of the Rain & River Story.

Class texts have been chosen to enrich children's learning, encouraging children to make links with their reading and wider curriculum learning. For example, Cosmic by Frank Cottrell Boyce tells the story of children who accidentally go up into space. Being artists, children will experiment with a variety of media to create solar systems and develop sketching and still-life skills using natural forms as inspiration.

As scientists children will develop our knowledge and understanding of Earth and space and living things, including humans.

Learning links (previous learning):

Prior knowledge and learning to make links with and build upon:
There are eight planets that orbit around the Sun. In order, going from the closest planet to the Sun, to the one that is farthest away, they are: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. All of the planets and the Sun are round, like balls.
There are 24 hours in a day.
There are 365 days in a year.
There are different water features found on Earth such as lakes, oceans, seas and rivers.

Celebrating diversity and inspirational People:

Mae C. Jemison

Mary Jackson, mathematician Katherine Johnson and NASA supervisor Dorothy Vaughan: book Hidden Figures

David Bowie and Elton John (space inspired musical artists)

Launch and Landings:

Create solar system inspired marbled artworks
Create min-biogs of inspirational and significant figures in science and culture
Make a moving Earth in space model using different mechanisms
Make physical representations of the water cycle

Experiential learning opportunities:

Visit from Planetarium (science)

NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry

Art – Drawing

DT – Materials

As Artists we will:

explore different drawing techniques to plan and create a still life drawing using chosen media
Can I develop my drawings from observation?
Can I draw using perspective, mathematical processes, design, detail and line?
Can I extend my ability to represent 3D forms in my artwork using a range of materials?
Can I extend and develop a greater understanding of applying expression when using line.
Can I develop an increasing sophistication when using tone to describe objects when drawing? Can I analyse artists' use of tone?

As Designers and Engineers we will:

Explore mechanisms to make a moving representation of the Earth in space.
•Cut materials with precision.
•Cut accurately and safely to a marked line.
•Join/combine materials with temporary, fixed or moving joints

•Ensure products have a high quality finish, using art skills where appropriate.
•Justify their decisions about materials and methods of construction.
•Make suggestions on how their design/product could be improved.

Geography

Science (taught through PPA):

As Geographers we will:

- Identify key topographical features of places in the UK (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Describe the parts of a river
- Describe the water cycle.
- Explain key aspects of mountains
- Explain how the physical features of two contrasting regions influence how and where people live (Europe and UK)

As scientists we will:

describe the movement of the Earth, and other planets, relative to the Sun in the solar system

- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.
- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

Opportunities for core subject learning across the curriculum	
As readers and writers we will:	As mathematicians we will develop understanding of:
<p>Class texts: Cosmic by Frank Cottrell Boyce plus a range of non-fiction texts linked to the wider curriculum: Hidden Figures, A River, Rhythm of the Rain and more.</p> <p>As writers: Children will write narratives: a time slip and an adventure story and non-fiction: persuasive text and an explanation.</p> <p>Cross curricular writing in LOE books: Geography - Children will write the journey of a drop of water Science – mini-biographies of inspirational people</p>	<ul style="list-style-type: none"> • Decimals • Geometry • Measures

Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
Physical Education	Music
<p>As fit and healthy citizens we will develop skills in:</p> <p>Rounders OAA Tennis Athletics</p>	<p>As Musicians we will study: Singing (Pitch)</p>
Computing	PSHE
<p>In computing we will develop skills through ELIM computing scheme:</p> <p>Selection in Physical Computing (T5) Teach Y3 unit 6 – Events and Actions. Selection in Quizzes (T6)</p>	<p>As fit and healthy citizens we will develop our knowledge through SCARF scheme:</p>
RE	
<p>As philosophers we will explore the question: If God is everywhere, why go to a place of worship? Synagogue/church/temple?</p>	