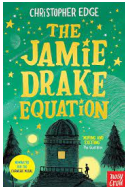


Y5 Planning overview/sequential learning grid

IRE text:



Big Question: Are we alone in the universe?

	01.09.26 4 day week	07.09.26	14.09.26	21.09.26	28.09.26	05.10.26 MTC Soundchecks	12.10.26	19.10.26 ROA Day		02.11.26 Assessment Week	09.11.26	16.11.26	23.11.26	30.11.26	07.12.26 Christmas Play MTC Soundchecks	14.12.26 Talent Show / Parties
Literacy	Narrative: Jamie Drake/Cosmic Incidental: Descriptive setting - Space/fantasy	Narrative: Jamie Drake/Cosmic Lost in Space Oracy: Story map incl pause button moments	Narrative: Jamie Drake/Cosmic Lost in Space Suggested outcome: Edit and improve/ Published narrative	Narrative: Jamie Drake/Cosmic Lost in Space Oracy: link to ICT green screen transmission home	Narrative: Jamie Drake/Cosmic Independent write Story ending	BIOGRAPHY Incidental: fact file about NASA hidden Figures	BIOGRAPHY Suggested outcome: Mae Jamison biography	BIOGRAPHY Independent write Katherine Johnson biography		POETRY Shape, Haiku, Rhyming poetry Vocabulary for poetry linked to space and writing a range of poems Suggested outcome: Space poem	NON – CHRONOLOGICAL REPORT The Solar System Suggested outcome: Skills week: vocabulary/ planning grid	NON – CHRONOLOGICAL REPORT The Solar System	NON – CHRONOLOGICAL REPORT The Solar System Suggested outcome: Peer critique/published non chron. Independent write	Persuasion Space travel - Richard Branson Incidental: persuasive speech about visit Space Hotel (oracy) - QR code	Persuasion/ Space travel Text analysis of a persuasive advert	Persuasion Space travel Completed persuasive advert for webpage about space travel Suggested outcome: Persuasive webpage (link to ICT)
Maths	Number: Place Value	Number: Place Value	Number: Place Value	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division		Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Fractions	Number: Fractions	Number: Fractions	Number: Fractions
Science	Forces and Magnets LO - Explain the effect of gravity and that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Suggested outcome: Fact sheet about effects of Gravity and Sir Issac Newton	Space LO - Describe the movement and distance of planets in the solar system. Deeper learning: To describe heliocentric and geocentric solar system models Suggested outcome: Oracy and verbal explanation/ powerpoint (Discuss work of Galileo and Nicolaus Copernicus)	Space LO - Describe the movement of Earth in relation to the Sun. Shadow investigation: Plan an enquiry to answer a question, recognising and controlling variables Suggested outcome: PT 1 Investigation - prediction and method.	Space LO - Describe the movement of Earth in relation to the Sun. Taking measurements, with increasing accuracy and precision Suggested outcome: PT 2 Daily tracking - photo reflection of shadows and movement. Gathering the data to be put into a line graph. (maths outcome)	Space LO - Explain the process of day and night. Key knowledge: describe the Sun, Earth and Moon as approximately spherical bodies Suggested outcome: Using 'I can animate', plan and perform an explanation.	Space LO - Describe the phases of the Moon. Suggested outcome: Images/Animation of moon phases	Space LO - Research scientific properties of the planets in the solar system. Suggested outcome: Fact file about the different planets	Space LO - Research scientific properties of the planets in the solar system. Suggested outcome: Fact file about the different planets		Space LO - Research scientific properties of the planets in the solar system. Suggested outcome: Fact file about the different planets		Forces and Magnets LO: Identify the effects of friction, that act between surfaces on a moving object. Key knowledge: Know that friction is a force against motion caused by two surfaces rubbing against each other. Suggested outcome: Sorting activity: label and name all the forces acting on the objects in each of these situations	Forces and Magnets LO - Know how the amount of surface area affects air resistance. Report and present findings from enquiry Take measurements, with increasing accuracy and precision Investigation: How does the size of a parachute affect the time taken to fall? (Parachute/rocket re-entry to Earth) Suggested outcome: results and conclusion	Forces and Magnets LO - Identify the effects of water resistance on a moving object. Report and present findings from enquiry Investigation: Do all objects fall/move through water in the same way? Suggested outcome: Order photographs in accordance to time taken and conclude findings providing reasons.		Forces and Magnets LO - Know that some objects require large forces to make them move; gears, pulley and levers can reduce the force needed to make things move Suggested outcome: Table of differences between levers, pulleys, gears

ICT	E-Safety LO: To understand how apps can access personal information and how to alter the permissions Outcome: Create a poster on app permissions	Computer systems and networks/ key skills LO: To understand what a search engine is and how to use it. Outcome: Use a search engine to answer 5 key questions about space	Computer systems and networks/ key skills LO: To be aware that not everything online is true. Outcome: Annotated screen shots of how to spot inaccurate information	Computer systems and networks/ key skills LO: To search effectively. Outcome: Spider diagram/ research plan about NASA hidden figure	Computer systems and networks/ key skills LO: To create an informative poster. Outcome: Spider diagram/ research plan about NASA hidden figure	Computer systems and networks/ key skills LO: To understand how search engines work. Outcome: Pic collage - practical activity, become web crawlers and locate items around school and rank them to show how search engines work				E-Safety LO: To be aware of the positive and negative aspects of online communication. Outcome: Scenario cards - drama pic collage	Programming and algorithms LO: To tinker with Scratch music elements. Outcome: Pic collage of skills build up	Programming and algorithms LO: To create a program that plays music from a given genre. Outcome: PRIMM - Modify Annotated screenshot of how children simplified code	Programming and algorithms LO: To plan a soundtrack program for a specific film genre. Outcome: Annotate existing code and note how they could reuse or add to it to achieve a different outcome.	Programming and algorithms LO: To program a soundtrack for a specific genre in Scratch. Outcome: QR code of completed soundtrack and screenshot of code	Programming and algorithms LO: To debug and evaluate a soundtrack program. Outcome: Evaluation of soundtrack		
History	L.O. To study the life of a famous Scientist Suggested outcome: Fact sheet about Sir Issac Newton	Strand 1: Chronology LO - To use key dates to order and place significant changes on a Timeline. Develop chronology of key events in the Space Race Suggested outcome: timeline of key events in the space race (Links to Neil Armstrong, Buzz Aldrin and Micheal Collins)		Strand 3: Range and Depth of Historical Knowledge LO - To describe similarities and differences between some people, events and artefacts studied Learn about British astronauts and the impact they have had on Space Exploration Suggested outcome: Compare two astronauts and their impact (Tim Peake)		Stand 4 Historical Enquiry LO - To choose reliable sources of evidence to answer questions, Understand and emphasise with a Historical Figure Suggested outcome: Research Hidden Figures of NASA	Strand 3: Range and Depth of Historical Knowledge LO - To study different aspects of life of different people. Understand and emphasise with a Historical Figure Suggested outcome: P4C Link after watching flip clips										
Geog			Strand 4 - Geography Fieldwork and skills L.O. To use globes and world maps to identify continents and oceans from a macro/spatial perspective. To Use digital/computer mapping (e.g., satellite views to view the Earth from space. Suggested outcome: Earth from space - Labelled digital map of the 7 continents, oceans and prominent features (e.g. deserts)		Strand 1 - Locational Knowledge L.O. To Identify the position and significance of latitude, longitude, the Equator, the Northern Hemisphere, and the Southern Hemisphere. Suggested outcome: Explanation of how the earth is split using equator, longitude and latitude					Strand 1 - Locational Knowledge L.O. Identify the position and significance of the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles. Suggested outcome: Labelled map of the tropics and arctic circles and key locations and countries within them.				Strand 1 - Locational Knowledge L.O. Understand the concept of the Prime/Greenwich Meridian and time zones, linking this to day and night. Suggested outcome: Time zone map of the different time zones and difference from GMT - Link to Night and Day and Earth rotation			
DT		Key Skills within DT to be taught Electronics Map out where	Research LO -Investigate and analyse a range of existing products.			Design LO - Use research to develop design criteria		Design LO -Use the results of investigations, information			Make LO -Begin to mark, measure and cut more accurately. LO: Use mechanical systems in their products [for example, gears, pulleys,			Evaluate LO: evaluate the effectiveness of own design			

		different components of a circuit will go, To know that mechanisms control movement. Make mechanisms using sliders, pivots and folds.	Suggested outcome: Moon Buggy labelled diagram identifying key features			Suggested outcome: Photos and rubric of key design features required.		sources when developing design ideas Suggested outcome: plan with labelled diagram, cross-sectional diagram of model to be created			cams, levers and linkages] E.g. moving space buggy LO -Apply understanding of how to strengthen, stiffen and reinforce L.O. Create circuits using electronics kits that combine a number of parts (e.g. LEDs, resistors, chips etc.) LO: Produce a good quality finish to moon buggy Suggested outcome: begin to build Moon Buggy/Mars Rover - Photos/QR code	Suggested outcome: evaluate final product against rubric and design brief - add ask me about slip				
Art	 (Aja Trier) Themselves as an astronaut cut and stuck on?	Medium: Painting (powder) L.O. Discuss and review own and others work, expressing thoughts and feelings Artist: Peter Thorpe Sketchbook Outcome- Artist study	Medium: Painting (powder) L.O: collect and record visual information from different sources trying out ideas and techniques LO: Confidently control the types of marks made and experiment with different effects and textures LO: Mix colour, shades and tones with confidence Sketchbook Outcome- abstract watercolour rockets-skills lesson using Peter Thorpe images as stimulus	Medium: Painting (powder) LO - Work in a sustained and independent way LO: Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour LO: Mix colour, shades and tones with confidence Suggested outcome:- Small outcome in the style of Peter Thorpe abstract building on skills	Medium: Painting (powder) LO - Discuss and review own and others work, expressing thoughts and feelings, and identify modifications. Sketchbook Suggested outcome: reflection slips of own artwork Artwork			Medium: Textiles LO - Discuss and review own and others work, expressing thoughts and feelings LO: Identify artists who have worked in a similar way Karen Rose and Margaret Nazon Sketchbook Outcome- Appreciation of textile artists https://www.sofst.org/the-women-t-hat-made-space-inspired-textile-art-possible/		Medium: Textiles LO - explore using crafts such as embroidery, sewing, appliqué, and weave. Sketchbook Outcome- Weaving skills, sowing, applique and painted fabric to add into sketch book Medium: Textiles LO - Work in a sustained and independent way to create a detailed LO: use crafts such as embroidery, sewing, appliqué, and weaving. LO: Adapt work as and when necessary and explain why. Suggested outcome:- based on children's choice of textile - Evaluation within sketchbooks 	Christmas Displays - school theme.					
PE		Hockey LO:To develop dribbling to beat a defender.	Hockey LO:To choose when to pass and when to dribble.	Hockey LO:To develop receiving the ball with control.	Hockey LO:To move into space to support a teammate.	Hockey LO:To develop tackling to gain possession of the ball.	Hockey LO:To apply rules, skills and principles to play in a hockey tournament. Suggested outcome: end of unit evaluation - photograph plus reflection			Gymnastics LO:To be able to perform symmetrical and asymmetrical balances.	Gymnastics LO:To develop the straight, forward, straddle and backward roll	Gymnastics LO:To develop the straight, forward, straddle and backward roll.	Gymnastics LO:To be able to explore different methods of travelling, linking actions in both canon and synchronisation.	Gymnastics LO:To be able to perform progressions of inverted movements.	Gymnastics LO:To explore matching and mirroring using actions both on the floor and on apparatus.	Gymnastics LO:To be able to create a partner sequence using apparatus. Suggested outcome: end of unit evaluation - photograph plus reflection
Music	L.O. To perform toe rhythm (Y5) L.O. To sing individually at pitch (so/mi/la/do/re) L.O. To create a timeline of "Western" musical tradition, identifying different eras of music and their musical features Suggested outcome: Being the Western	L.O. To perform toe rhythm (Y5) L.O. To sing individually at pitch (so/mi/la/do/re) L.O. To create a timeline of "Western" musical tradition, identifying different eras of music and their musical features Suggested outcome:		L.O. To perform toe rhythm (Y5) L.O. To sing individually at pitch (so/mi/la/do/re) L.O. To sing songs with more challenging vocal ranges with accuracy and control L.O. To create a timeline of "Western" musical tradition,		L.O. To perform toe rhythm (Y5) L.O. To sing individually at pitch (so/mi/la/do/re) L.O. To sing songs with more challenging vocal ranges with accuracy and control L.O. To create a timeline of "Western" musical tradition,		L.O. To perform toe rhythm (Y5) L.O. To sing individually at pitch (so/mi/la/do/re) L.O. To sing songs with more challenging vocal ranges with accuracy and control L.O. To create a timeline of "Western" musical tradition,		L.O. To perform toe rhythm (Y5) L.O. To sing individually at pitch (so/mi/la/do/re) L.O. To develop appropriate tones for material e.g. use of legato, dynamics and emotional expression L.O. To create a timeline of "Western" musical tradition, identifying different eras of music and their	L.O. To perform toe rhythm (Y5) L.O. To sing individually at pitch (so/mi/la/do/re) L.O. To develop appropriate tones for material e.g. use of legato, dynamics and emotional expression L.O. To create a timeline of "Western" musical tradition, identifying different eras of music and their	L.O. To perform toe rhythm (Y5) L.O. To sing individually at pitch (so/mi/la/do/re) L.O. To develop appropriate tones for material e.g. use of legato, dynamics and emotional expression L.O. To create a timeline of "Western" musical tradition, identifying different eras of music and their	L.O. To perform toe rhythm (Y5) L.O. To sing individually at pitch (so/mi/la/do/re) L.O. To improvise melodic endings to unknown songs, when given the rhythm L.O. To create a timeline of "Western" musical tradition, identifying different eras of music and their musical features	L.O. To perform toe rhythm (Y5) L.O. To sing individually at pitch (so/mi/la/do/re) L.O. To improvise melodic endings to unknown songs, when given the rhythm L.O. To create a timeline of "Western" musical tradition, identifying different eras of music and their musical features	L.O. To perform toe rhythm (Y5) L.O. To sing individually at pitch (so/mi/la/do/re) L.O. To improvise melodic endings to unknown songs, when given the rhythm L.O. To create a timeline of "Western" musical tradition, identifying different eras of music and their musical features	

	music timeline from the Baroque era	Sing Epo-i-tai-tai and identify the longest sound		identifying different eras of music and their musical features Suggested outcome: Sing Naka Naka Hoi, identifying do, re, mi and so pitches		identifying different eras of music and their musical features Suggested outcome: Walk a rhythm trail, performing all known rhythms		identifying different eras of music and their musical features Suggested outcome: Sing Upward Trail, switching between head and chest voice		musical features Suggested outcome: Begin singing Now the Day is Over with a legato feel Continue Western music timeline with the Classical era	musical features Suggested outcome: Play No Need to Hurry cup game	musical features Suggested outcome: Identify the toe rhythm in Now the Day is Over	Suggested outcome: Improvise a new ending to Dicdication	Suggested outcome: Play Dan Dan and put the pitches on hand stave Sing a song using pitches do-so, showing handsigns e.g. Swing a Lady Uptom. Then put the song on to the hand stave	
MFL	Session 1: Bonjour ! LO: To revise how to greet people and introduce yourself	Session 2: OÙ j'habite LO: To say which country you live in To give more detail about where you live Suggested outcome: QR code of children saying new vocabulary		Session 3: Phonics 1 GN & N LO: To recognise and pronounce the sounds GN and N	Session 4: OÙ j'habite LO: To practise talking about where you live To give an opinion about where you live Suggested outcome: Written sentences and images of different locations people live		Session 5: Les Points Cardinaux LO: To describe where in the country you live Suggested outcome: Labelled compass points in French		Session 1: Chez moi LO: To describe your home Suggested outcome: Images and vocabulary of different rooms in the house.	Session 2: Dans le salon LO: To describe your living room To say what you like to do in your living room Suggested outcome: Sentences in French of items in the living room.	Session 3: Les prépositions LO: To use prepositions to talk about where things are in a room.		Session 4: Dans la cuisine LO: To describe your kitchen To say where you eat and drink	Session 5: Sentence Building LO: To make sentences describing where you live	Session 6: French Christmas Food! LO: To learn about what food French people eat at Christmas. Suggested outcome: French Christmas Dinner Plate
RE https://drive.google.com/file/d/1zuQs2RBTt1ViullirarEVBNtoZTsPhXQ/view?ts=62cb2bc3			LO - Understand that different religions have different sacred books. What is a sacred text? Suggested outcome: http://stpetersaulesford.kent.sch.uk/wp-content/uploads/2016/04/Year-5-Unit-1.pdf - True or false sorting activity p3 'Ask me' sheet for topic folders.	LO - Understand the importance of the Bible within Christianity Why does the Bible matter to Christians? https://www.youtube.com/watch?v=uHKEvxaQOEI Tells the story. Outcome -Using Comic Life or appropriate programme retell the story of Moses or extracts of.		LO - Identify and retell stories from the bible What can we learn from the story of Adam and Eve? Suggested outcome: Storyboard of Adam and Eve.		LO -Identify and retell stories from the bible What can we learn from the story of Noah? Suggested outcome: Explain the meaning of symbols of the story - e.g. rainbow and compare story of Noah in the Qur'an		LO -Identify and retell stories from the bible What can we learn from the story of Jacob? Suggested outcome: Retell Jacob's dream and discuss own ideas about ladder between heaven and earth		LO -Identify and retell stories from the bible What can we learn from the story of Joseph? Suggested outcome: Emotions graph at the phases of the story			LO - Know and explain Christian festivals (Focus on Christmas) Suggested outcome: Retell the Christmas story (QR Code for folders)
PSHE/ RHE	Astronaut Training Day L.O. To discuss qualities of an astronaut Suggested outcome: As part of training, piece of learning listing and explaining the astronaut qualities	My Healthy Self L1 L.O. - To explore how food labels can help in making healthier choices. Suggested outcome: Food labels for a recipe		My Healthy Self L2/3 L.O. - To compare the impact of different physical activities on the body. Suggested Outcome: Sorting activity into light, moderate and vigorous activity		My Healthy Self L4/5 L.O. - To recognise and respond to strong and complex feelings. Suggested outcome: QR code of pictures of children using regulation activities		My Healthy Self L6 L.O. - To recognise how to look after mental health Suggested outcome: Scenarios of how to support others with mental health		Connecting with others - L1 L.O. - To describe how our identities are influenced by different factors Suggested Outcome: Diagrams of influences of personality		Connecting with others - L2/3 L.O. - To identify positive ways that families can support and protect each other. Suggested outcome: Defining Healthy and Unhealthy family relationships	Connecting with others - L4/5 L.O. - To apply positive ways to respond to friendship challenges Suggested Outcome: Definitions of good communication, negotiation and compromise and which is best to use in different situations.	Connecting with others - L6 L.O. - To reflect on what assertive communication looks like and why it is important Suggested Outcome: QR code of pictures of being assertive activity and conflict resolution	

[illegible]