



Medium Term Plan (Year 5)

Term: Summer 2: Stargazers

Intended Outcome of Topic: To learn through all areas of the curriculum about how space has adapted over time and to gain more of an understanding about a number of theories about space and the planets in the solar system.

Memorable experience: Making a papier mache solar system – Art Day

SMSC Links:

- **ENGLISH**
understand the different ways in which human beings have tried to make sense of their lives and given expression to their deepest hopes and fears (e.g. in myth and legend, parable, biography, poetry and song)
- explore stories which tell of the triumph of the human spirit 'against the odds' and which illustrate spiritual qualities such as love, compassion and altruism explore occasions in stories and plays when characters have to make moral choices
- explore moral themes in stories (e.g. good over evil, weak over strong, wise over foolish)
- hear and write stories where there are two sides to an argument
- reflect on the underlying values, beliefs and attitudes that motivate characters
- learn about language variation in English and how language relates to national, regional and cultural identities
- explore folk tales and traditional stories from different cultures.

MATHS

- appreciate the underlying mathematical principles behind some of the beautiful natural forms and patterns in the world around us appreciate that for the ancient Greeks, mathematics was the supreme form of knowledge, believed to hold the key to the secrets of the universe
- engage in increasingly challenging problem-solving activities, persevere to overcome difficulties an experience the pleasure and satisfaction in reaching a solution (arriving at the 'Eureka!' moment!)
- consider the implications of reducing human beings to mere numbers or percentages (e.g. in statistics).

SMSC continued:

SCIENCE

- appreciate the inter-connectedness of everything
- reflect on and wonder at the order, regularity and pattern in the natural and physical wo appreciate how the subject of ICT embodies aspects of the human spirit: our drive to share and communicate through the invention of new technologies, and our capacity to use
- the incomprehensible vastness of the universe and the variety of life forms within it
- sense the natural, material, physical; world they live in, reflecting their part in it
- recognise that scientists from many cultures have contributed to the development of modern day science.

HISTORY

- appreciate the achievements of past societies (e.g. the pyramids, cathedrals, illuminated manuscripts)
- consider the lives, writings and influence of inspirational figures from the past
- appreciate the tremendous influence of religion on human societies past and present
- recognise that actions have consequences by considering the results of events and decisions
- consider different political structures (e.g. democratic, autocratic, hierarchical)
- learn how our present society has been shaped by the past.

GEOGRAPHY

- respond to dramatic environments, both physical and human, such as photographs of the world from space
- consider the moral and practical issues of pollution, conservation and the sustainability of our environment
- reflect on similarities and differences among peoples in near and distant parts of the world
- find out about contrasting localities in Britain and the wider world
- study their own locality and its relationship to the wider world.

ART

- reflect on their own emotional responses to works of art
- reflect on meanings, issues and values expressed in art, developing understanding and respect for differences in beliefs and values contained in the art of different traditions.

RE

- develop awareness of the human quest to make sense of the world and the human predicament and to seek meaning and purpose in life
- learn about the beliefs and practices of Christianity and other major world religions
- learn from religion and evaluate the truth claims made by Christians and other religious believers.

COMPUTING

- Understand the need to only select age appropriate content
- Use filters in search technologies effectively
- know about comets, asteroids and meteors.

Subject	Week beginning: 2/6/25	Week beginning 9/6/25	Week beginning 16/6/25	Week beginning 23/6/25	Week beginning 30/6/25	Week beginning 7/7/25	Week beginning 14/7/25
Reading	Cosmic Frank Cottrell-Boyce	Cosmic Frank Cottrell-Boyce	Cosmic Frank Cottrell-Boyce	Cosmic Frank Cottrell-Boyce	Cosmic Frank Cottrell-Boyce	Cosmic Frank Cottrell-Boyce	Cosmic Frank Cottrell-Boyce
English	Genre: Discussion Text: range of debate questions Phase of writing: research question: should we invest in space exploration? Focus: Speaking and listening for debates, arguments for and against Grammar: conjunctions and connective devices Subordinate and independent clauses	Genre: Discussion Text: should we invest in space exploration? Phase of writing: to use planning for each paragraph, editing in blue pen as they go Focus: To write a discussion text with facts and opinion, for and against Grammar: casual and contrasting conjunctions	ASSESSMENT WEEK NFER TESTING -GRAMMAR -READING -ARITHMETIC -MATHS PAPER 1 -MATHS PAPER 2	Genre: Narrative Text: The 3 Brothers Phase of writing: to use cohesive devices, explore a character (Death) Focus: To use cohesive devices in a third person narrative Grammar: adverbs, prefixes, semi-colons, modal verbs and homophones	Genre: Narrative Text: The 3 Brothers Phase of writing: To use cohesive devices in a third person narrative Focus: To write the narrative on how Death took the fourth brother Grammar: synonyms, suffixes	Genre: Instructions Text: Space Phase of writing: Planning, editing and writing Focus: How to make a papier mache planet Grammar: dictated sentences, imperative verbs, double s words for handwriting	Genre: Rap Text: Space Phase of writing: identify language features of rap music Focus: explore rhyme within a rap Grammar: words with unstressed vowels, dictated sentences
Spelling	WE ARE LEARNING TO: To explore the spelling patterns of consonants and to formulate rules. Scheme: The National Strategies Support for Spelling	WE ARE LEARNING TO: To explore the spelling patterns of consonants and to formulate rules. Scheme: The National Strategies Support for Spelling	WE ARE LEARNING TO: To explore the spelling patterns of consonants and to formulate rules. Scheme: The National Strategies Support for Spelling	WE ARE LEARNING TO: To explore the spelling patterns of consonants and to formulate rules. Scheme: The National Strategies Support for Spelling	WE ARE LEARNING TO: To explore the spelling patterns of consonants and to formulate rules. Scheme: The National Strategies Support for Spelling	WE ARE LEARNING TO: To explore the spelling patterns of consonants and to formulate rules. Scheme: The National Strategies Support for Spelling	WE ARE LEARNING TO: To explore the spelling patterns of consonants and to formulate rules. Scheme: The National Strategies Support for Spelling
Maths	Position and Direction – Coordinates, Translation and Lines of Symmetry. Scheme: White Rose	Position and Direction – Coordinates, Translation and Lines of Symmetry. Scheme: White Rose	Covering Units – Metric and Imperial Units and Converting Units Including Units of Time Scheme: White Rose	Covering Units – Metric and Imperial Units and Converting Units Including Units of Time Scheme: White Rose	Covering Units – Metric and Imperial Units and Converting Units Including Units of Time Scheme: White Rose	Volume, Capacity and Negative Numbers Scheme: White Rose	Volume, Capacity and Negative Numbers Scheme: White Rose
Science	Scheme: Developing Experts Topic: Earth and Space Explore the solar system and its planets	Scheme: Developing Experts Topic: Earth and Space Understand the heliocentric model of the solar system	Scheme: Developing Experts Topic: Earth and Space Explain the earth’s movement in space	Scheme: Developing Experts Topic: Earth and Space Explain the earth’s rotation and night and day	Scheme: Developing Experts Topic: Earth and Space Explain the movement of the moon	Scheme: Developing Experts Topic: Earth and Space Design a planet using knowledge gained	
Computing	Scheme: KAPOW Mars Rover 2 To recognise how bit patterns represent images as pixels	Scheme: KAPOW Mars Rover 2 To explain how the data for digital images can be compressed.	Scheme: KAPOW Mars Rover 2 To identify and explain the fetch, decode and execute cycle.	Scheme: KAPOW Mars Rover 2 To learn the basics of using Tinkercad through tutorials.	Scheme: KAPOW Mars Rover 2 To design a functional tyre for the Mars rover using Tinkercad.	Scheme: KAPOW Online Safety	
Art & Design	Focus: Collages WALT: use a range of resources to create name collages Task: using a range of magazines, catalogues and	Focus: Collages WALT: collage faces of famous space explorers Task: In pairs the children are given a picture of a space explorer. They need to cut it up	ART DAY Children to papier mache balloons to make hanging planets of the solar system	Focus: Collages WALT: research space explorers and the solar system Task: children to use chrome books to save a collection of photos to be used next week. Teacher to take head shots of children.	Focus: Collages WALT: collage space faces Task: Children have 2 photos of themselves. Stick one down. Cut the second one in half and fill the middle of the face with collaged space pictures from last week then put face back	Focus: Collages WALT: collage your own planet Task: children can use some of the pictures from week 4, along with mixed media of paint, tissue paper, wool etc to design own	Focus: Collages WALT: learn about surrealism and collage portraits Task: Children will have pictures of space explores. The need to cut it up and create a new picture with the features of other pictures.

	newspapers, cut out letters to collage their name	into pieces, and use the pieces to create a rocket or alien.			over the top. Study Marcela Monreal.	planet. Paint page in art book black, white splashes for stars	
Design Technology	Frame Structures: <u>WE ARE LEARNING TO: Identify different types of structures.</u>	Frame Structures: <u>WE ARE LEARNING TO: Create a structure to fulfil a purpose.</u>	Frame Structures: <u>WE ARE LEARNING TO: Create 3D structures using a variety of joins.</u>	Frame Structures: <u>WE ARE LEARNING TO: Join wooden dowels together using a range of different joins.</u>	Frame Structures: <u>WE ARE LEARNING TO: Design a structure for a specific purpose.</u>	Frame Structures: <u>WE ARE LEARNING TO: Create a freestanding structure following a design.</u>	Frame Structures: <u>WE ARE LEARNING TO: Evaluate our designs based on a success criteria.</u>
Religious Education							
PE	PE planning Badminton and Athletics	PE planning Badminton and Athletics	PE planning Badminton and Athletics	PE planning Badminton and Athletics	PE planning Badminton and Athletics	PE planning Badminton and Athletics	PE planning Badminton and Athletics
CPSHE	Jigsaw Changing Me Self Image and Body Image	Jigsaw Changing Me Puberty for Girls	Jigsaw Changing Me Puberty for Boys	Jigsaw Changing Me Conception	Jigsaw Chnaging Me Looking Ahead 1	Jigsaw Chnaging Me Looking Ahead 2	
Music	To play a simple looped rhythm from notation using body percussion. Scheme: Kapow!	To explore how sound can be layered using loops using online software. Scheme: Kapow!	To play a melody line accurately and fluently on a glockenspiel. Scheme: Kapow!	To select a section of a tune and perform it as a loop. Scheme: Kapow!	To combine loops to create a remix. Scheme: Kapow!		
Languages (Spanish)							
Other Details e.g. visits				Food and Farming Show Trip	Hylands School Taster Day		