
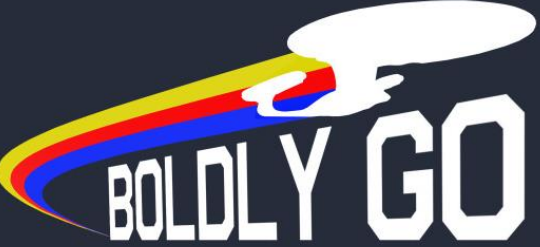
	<b>Year group</b>	5	<b>Academic year</b>	2022-2023	<b>Term</b>	Autumn	<b>Duration</b>	7 weeks		
	<b>Half-term topic knowledge Organiser</b>									
	<b>Topic Title</b>	<b>To Boldly Go...</b>								

**Topic Overview**

	<b>Key Questions</b>	<b>Key events</b>	<b>PSHE, SMSC and British Values</b>	<b>Opportunities for 6 Rs</b>
	What is in our solar system? How large are they? How far apart are they? What is at the centre of our solar system? What is it like on other planets? What is the moon like? How do we have day and night on Earth?	Hook Lesson- Provide information for another civilization on the planet Earth. DT- Design and create solar systems Trip to Winchester Science Centre	Being in me in my world- PSHE Voting for school council- British Values Studying different beliefs and religion- British Values Linking history to local area- Celebrating cultural heritage E-Safety lessons	Respect Resilience Readiness Responsible Resourceful Reflective

<b>Summary</b>	<b>Vocabulary (tier 3)</b>	<b>Key dates</b>	<b>Homework</b>
The children will learn all about space and our solar system and planets. They will perform investigations into planets and how far away they are; they will study living conditions on them and why we have a day and night cycle on planet Earth. The children will also have the opportunity to plan, design, create and evaluate their own model of the Solar System.	Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, galaxy, solar system, sun, moon, sphere, spherical, astronomer, rotate, orbit, axis	Open evening – 5 <sup>th</sup> October Inset day: school closed to pupils - 6 <sup>th</sup> October Harvest festival – 10 <sup>th</sup> October Science Centre trip – 12 <sup>th</sup> October Parents’ evening – 18 <sup>th</sup> and 20 <sup>th</sup> October  NB: More information of the above dates with timings and details to follow soon.	Explore the tasks available at: <a href="#">Year 5: Earth and Space   STEM</a>

<b>Key English stimulus</b>	<b>Computing</b>	<b>Music</b>	<b>Spanish</b>	<b>RE</b>	<b>Maths</b>
<b>Cosmic- Frank Cottrell-Boyce</b> Narrative Non-fiction information text <b>Aviatrix (film unit)</b> Biography	<b>Sharing Information</b>	<b>What is musical theatre?</b>	<b>My Daily Routine</b>	<b>Belonging (Muslim focus)</b> <b>To be able to communicate:</b> what belonging means to me. <b>To be able to apply</b> occasions and situations when belonging is important <b>To be able to enquire:</b> what does belonging mean? <b>To be able to contextualise:</b> What does this concept mean in religion <b>To be able to evaluate:</b> what is the importance of belonging to Muslims?	Place Value Decimals Addition Subtraction

<u>History / Geography National Curriculum Objectives</u>	<u>Science National Curriculum Objectives</u>	<u>Art / Design technology National Curriculum Objectives</u>
<p><b>Changing role of women</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>a local history study</p>	<p><b>Space</b> 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><b>Solar System model</b></p> <p><b>Design</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b> investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>