



As scientists, we become immersed in the world— and indeed the universe -around us. We begin by looking at materials and their properties. Our investigative skills are tested by separating solid and liquid materials and we also demonstrate reversible and irreversible changes. Later, we take a journey into space as we study the planets and our moon. Our visit to the National Space Centre helps bring this closer to us and gives us a full understanding of our place in space. Finally, we conduct experiments to investigate different forces.



In DT, we will put our STEM skills to the test, by designing, building and evaluating a working moon buggy. We will use our maths skills to accurately measure and scale our moon buggies. We can then improve our engineering and technology skills by drawing exploded diagrams and testing our models to check they work. At the end of the unit,



## Year 5 Autumn term The World Around Us

**This theme has been designed to engage the children in current affairs. By the end of the topic, they will understand how they can make a difference to the world around them, as they are the future! To enhance the children's learning, we will be visiting the National Space Centre in Leicester. This will allow the children to further develop their knowledge about space. They will receive visits from The Parks Trust who will reinforce the importance of recycling and detail what takes place in Milton Keynes and learn about the alarming amount of plastics in our oceans. This then provides us a great stimulus to complete some persuasive writing and story telling in our English lessons.**



As geographers, we look at how human behaviour is affecting the world around us. Through the study of rainforests and climate change, we consider environmental challenges faces by both plants and animals. Our map skills are further developed by locating the equator, tropics of cancer and Capricorn and the world's rainforests.



We start the year with our cross country topic where we will learn and practice to run at our own pace across a variety of longer distances. This helps us gain a better understanding of our stamina and fitness levels and how to control our pace.

We learn how to create more complex routines in our dance and gymnastics topics whilst also practising our gymnastics shapes, balances, rolls, jumps and we introduce vaulting.

Once we have been reminded how to stay safe online, as digital learners we use technology (including online encyclopaedias) to research Jane Goodall—a famous environmentalist. We learn how to use search engines effectively and look for reliable sources of information.



As artists, we will be using sketchbooks to try a number of ideas before finding a design we want to take to completion. We will be learning to draw shaded and shiny objects by adding tone to our work using different techniques. We will be inspired by the work of Vincent van Gogh and use his work as a starting point for our own compositions. We will increase our oil pastel skills using blending and layering techniques. We will also explore perspective and the role of the background, foreground and middle ground of our pieces of work.



As musicians, we learn to appraise, identify and discuss a range of musical pieces from different genres. The focus being on rock and jazz. During the rock portion, we learn to sing 'Livin' on a prayer' ensuring our pitch, rhythm and tempo match the original.

In jazz, we learn to play, compose and perform a three-note Bossa Nova, including an opportunity to showcase our improvisation ability.



As linguists, we can now explain which foods we have for certain meals and about our music tastes in French. We also are able to write a few short sentences to express our preferences. Our grammar knowledge now extends to being able to use negatives and imperative verbs. We can now also use a dictionary more effectively to make our work more our own.



As responsible citizens, we explore what equality means for us in our school and the wider world. We celebrate differences and can explain and describe customs and traditions that are a part of our own families as well as those in the wider community. We continue to learn how to keep ourselves safe online by explaining how peer pressure can

influence our behaviour both in real life and online. We honour Black History Month.



In RE, we explore what peace means to us and what makes us peaceful. We delve into the wide range of peace symbols from the six major religions observed in the United Kingdom and consider how the followers of these religions value peace in their practice. The children are fortunate enough to take part in regular assemblies lead by Peter from Bridgebuilder throughout the term.

