

Year 5's
Hitchhiker's
Guide to the
Galaxy

**Derry Hill
C of E
Primary
School**

Year 5: Term 1 Autumn 2025

National Curriculum Subject	Key vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
<p>Science/geography Earth and Space</p> 	<p>Rotates Axis Solar system planet line graph orbit measure record sunrise sunset longitude phases of the Moon atmosphere</p>	<p>Key knowledge The sun, Earth and Moon are spherical. There are 8 planets in our solar system. Pluto is a dwarf planet. The Earth orbits around the Sun while rotating on its axis creating day and night. The moon orbits the Earth.</p> <p>Key skills Take sets of observations or measurements where appropriate, identifying the ranges and intervals used. Begin to record data and results of increasing complexity using scientific</p>	<p>Lesson 1: <u>LI: explore the solar system and its planets</u> We will name key characteristics of a planet and through practical demonstration, understand the order of the planets from the Sun. We will also describe the Sun, Earth, moon and other celestial bodies as spheres.</p> <p>Lesson 2: <u>LI: understand the heliocentric model of the solar system</u> We will understand the differences between a heliocentric and geocentric model of the solar system and understand how attitudes and knowledge can change and adapt over time. We will represent visual characteristics of a planet through creating a papier mâché solar system.</p>

diagrams and labels, classification keys, tables and bar and line graphs.

Begin to recognise which secondary sources will be most useful to research their ideas.

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.

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Lesson 3:

LI: explain the Earth's movement in space

We will understand how Earth moves in space and how the Sun transitions across the sky.

The children will observe the Sun as it transitions across the sky, conducting a simple experiment to track what happens to the light on their bodies as they rotate.

Lesson 4:

LI: explain the Earth's rotation and night and day

We will understand that time can be different in various parts of the world and how time can be recorded using a 'solar clock'. They will be introduced to a sundial and how it works before being challenged to create their own, marking where they believe the shadow will fall during different times of day.

Lesson 5:

LI: explain the movement of the Moon

The children will learn about the position of the Moon and how it orbits the Earth. They will understand the phases of the Moon and recall that it is not a light source, but reflects the light to us on Earth.

			<p>Lesson 6:</p> <p><u>LI: explain the movement of the Moon</u></p> <p>The children will create a representation of their knowledge of the planets and space using their imagination. They will create their own planet and describe the characteristics of a planet using scientific language.</p>
<p style="text-align: center;">Art</p> 	<p>Shade Scale Atmosphere Strokes Evaluate Texture Line Form shape</p>	<p>Key knowledge</p> <ul style="list-style-type: none"> - How did Van Gogh create his master pieces - Learn how to recognise van Gogh's techniques - Discover the history of Vincent Van Gogh <p>Key skills</p> <ul style="list-style-type: none"> - to improve our mastery of art and design techniques - to recreate Van Gogh's technique using a variety of mediums - to use our analysis of Van Gogh's work to inform our own art 	<p>L.I: explore the history and techniques of Vincent Van Gogh</p> <p>Lesson 1: The children will learn about great artists and will work to understand the historical development of their artwork</p> <p>L.I: Discuss techniques and plan your own work.</p> <p>Lesson 2 The children will analyse and compare creative works using the language of art. They will use sketchbooks to record observations and practise drawing techniques.</p> <p>L.I: explore shape and form in art</p> <p>Lesson 3: The children will analyse and discuss creative works using the language of art. They will explore and develop a wide range of art and design techniques by using colour, texture, line, shape, form and space in a range of materials and media</p> <p>L.I: evaluate and build on their work</p> <p>Lesson 4: The children will continue to produce creative work and revisit and evaluate ideas. They will improve and develop chosen art and design techniques.</p> <p>L.I: develop the use of silhouettes</p>

			<p>Lesson 5: The children will be learning to develop technique and control when using various art and design tools</p> <p>L.I: Develop evaluation and assessment skills Lesson 6: Evaluate and analyse works of art, including our own.</p>
<p>R.E</p> 	<p>Guru Granth Sahib Langar Temple Khalsa 5 Ks</p>	<p>Key skills</p> <p>I can show an understanding of why people show commitment in different ways. I can start to express what I think about the best way a Sikh could show commitment to God.</p> <p>Key knowledge</p> <p>I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.</p>	<p>L.I: how far would you go for a purpose? Lesson 1: We will consider how far we would go to reach certain goals (e.g run for the school cross country team). We will ask and answer questions such as do we all have the same goals and commitment to these? What are we committed to? How can we show commitment?</p> <p>L.I: How far would a Sikh go for their religion? Lesson 2: During the forming of the Khalsa some Sikhs were prepared to sacrifice their lives Guru Nanak expected Sikhs to give a lot for and to their religion. What are they prepared to give? What levels of commitment?</p> <p>L.I: How do Sikhs show this commitment Lesson 3: Which of the key beliefs are highlighted through the 'Langar'? The children will explore that Sikhs believe it is a good thing to treat people equally and share with people. Children will also explore the journey Sikhs take to the Golden Temple.</p> <p>L.I: Commitment in a Sikh marriage Lesson 4: What happens during a Sikh wedding . How is commitment shown?</p> <p>L.I: What are the 5K's and how do they show commitment? Lesson 5: what are the 5K's and what do they represent for a Sikh?</p>

			<p>L.I: Evaluation and expression Lesson 6: children reflect on the following questions; Why do Sikhs put so much effort into their religion? Is it OK that not all Sikhs put the same amount of effort in?</p>
<p>Computing Gathering Information</p>	<p>Category Data Information Organising Ranking Collecting Analysing</p>	<p>Key skills</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Key knowledge</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p>	<p>During this series of lessons the children will be doing lots of research, using a variety of mediums, into the facts and information of each of the planets within our solar system. We will be gathering the important and poignant information, organising it and creating our own Top Trumps cards for each planet.</p>
<p>Spanish</p> 	<p>enero febrero marzo abril mayo junio julio agosto septiembre</p>	<p>Key Skills:</p> <p>Recognising some familiar Spanish words when written in a short phrase. Recognising and answering simple questions which involve giving personal information. Listening and repeating key phonemes with care. Introducing self to a partner with simple phrases.</p>	<p>Lesson 1: LI: identify and say numbers 13 to 31</p> <p>Lesson 2: LI: ask and answer questions about months of the year</p> <p>Lesson 3: LI: identify and say dates</p>

	<p>octubre noviembre diciembre ¿Cuándo? cumpleaños</p>	<p>Selecting and writing short words and phrases. Using a variety of conversational phrases. <u>Key Knowledge:</u> Identifying sounds created by linking some of the key phonemes. To know that when building 2-digit numbers above 30 (excluding the multiples of 10, we use the y (and) conjunction to say the equivalent of 'thirty and one' e.g. treinta y uno. To know that when talking about a singular noun in Spanish we use the definite article el for masculine singular nouns, and la for feminine singular nouns. To know that numbers such as dieciséis in Spanish is a compound version of 'diez y seis' (ten and six) like veintiuno is a compound version of veinte y uno.</p>	<p>Lesson 4: LI: ask and answer questions about significant dates</p> <p>Lesson 5: LI: identify and give the dates of significant events</p> <p>Lesson 6: LI: listen to and understand spoken language</p>
<p>PSHE</p>	<p>Law Order Rules Rights Responsibility Anarchy Justice Society Democracy Sovereignty Dictatorship government, monarchy</p>		<p>We will explore rules, rights and responsibilities within society and how they are used to keep us safe. We will consider the difference between democracy, dictatorship and monarchy and identify which type of society we live in. The children will gather a good understanding of what rights are and knowledge of the UN.</p>
<p>Music</p>	<p>Lyrics Verse</p>	<p>Key Skills:</p>	<p>Lesson 1: Learning Intents:</p>



Chorus
Tempo
Hook
Melody
Choir
Harmony
Orchestra
Rhythm
Pitch
Timbre
Motif
notation

I can identify similarities and differences between 3 songs about space-men inspired by each other. I can express a preference between two songs with a reason linked to the music.

I can learn to sing the song 'Rocket Man' in 2-part harmony, being able to keep my part going when another part is sung.

I listen to and discuss Holst: 'The Planet Suite', identifying how music is used to represent different emotions and showing this in a graphic score.

I can recognise different orchestral instruments used in 'The Planets' and recognise how different ways of playing string instruments can create different effects.

I learn how motifs are used in music and work with peers to compose a simple motif to represent a new planet. I can record this using the letter names of the notes.

I can work with peers to create a sound scape to represent the planet that can provide a background for the motif.

I can perform my planet piece with my peers and say how we could improve it, using suitable musical vocabulary.

- I can take part in a simple counting chant to get my mind and body working together.
- I can predict words that might be included in 3 songs about people in space and then listen to see if any words are correct.
- I can compare songs about space that are influenced by each other and say how they are similar and different using musical language.
- I can express a preference between 2 songs giving a musical reason.

Lesson 2:

Learning Intents:

- I can take part in a simple counting chant to get my mind and body working together.
- I can learn the melody and lyrics to the song 'Rocket Man' and sing in time.
- I can learn a vocal accompaniment (backing) to the lyrics of 'Rocket Man' and sing in harmony as a class.
- I can recall key words that describe songs.

Lesson 3:

Learning Intents:

- I can recall and sing 'Rocket Man' in 2 parts, improving one of the elements identified at the end of last lesson.
- I can describe what a graphic score is.
- I can listen to 'Mars' from Gustav Holst's 'Planet Suite' and record what I hear in a graphic score. I can explain my score to others.
- I can explain in musical terms how Holst creates the story of 'Mars the Bringer of War'.

Lesson 4:

Learning Intents:

- I can name the 4 string instruments in an orchestra and identify 3 different ways of playing them, explaining what effects these give.
- I can match the emotions to three more excerpts from Holst's 'Planet Suite' and describe how he has created them in the music.
- I can express a preference for one of the movements from 'The Planet Suite' using musical vocabulary.

Lesson 5:**Learning Intents:**

- I can listen and echo a rhythm, using rhythmic notation to help me.
- I can say what a musical motif is and create one to represent a new planet.
- I can record my motif using letters names and then by putting the notes onto a staff.
- I can start to use musical notation to show the rhythm of my motif.

Lesson 6:**Learning Intents:**

- I can perform my musical motif on the glockenspiel, using my notation to help me recall it.
- I can work with others to create a soundscape backing for my motif and form a simple piece of music.
- I can assess my performance using musical knowledge and say what was good and what I could do better next time.