

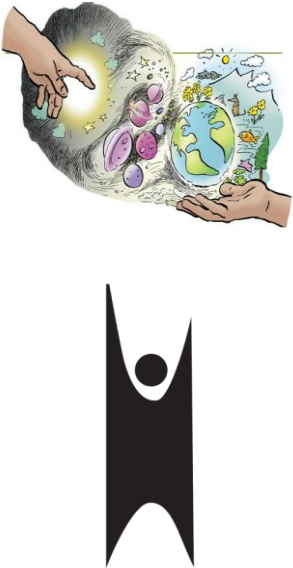
Year 5's
Hitchhiker's
Guide to
the Galaxy

Derry
Hill C of
E
Primary
School

Year 5: Term 1 Autumn 2026

National Curriculum Subject	Key vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
Science/geography Earth and Space 	Rotates Axis Solar system planet line graph orbit measure record sunrise sunset longitude phases of the Moon atmosphere	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. 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 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.	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. 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. Lesson 3: <u>LI: explain the Earth's movement in space</u> We will understand how Earth moves in space and how the Sun transitions across the sky. The children will observe the

		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.	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. Lesson 6: LI: explain the movement of the Moon 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.
Art 	Shade Scale Atmosphere Strokes Evaluate Texture Line Form shape	Key knowledge - How Van Gogh created his master pieces - Learn how to recognise van Gogh's techniques - Discover the history of Vincent Van Gogh Key skills - to improve our mastery of art and design techniques - to recreate Van Gogh's technique using a variety of mediums	L.I: explore the history and techniques of Vincent Van Gogh Lesson 1: The children will learn about great artists and will work to understand the historical development of their artwork L.I: Discuss techniques and plan your own work. 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. L.I: explore shape and form in art 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

		- to use our analysis of Van Gogh's work to inform our own art	colour, texture, line, shape, form and space in a range of materials and media L.I: evaluate and build on their work 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. L.I: develop the use of silhouettes Lesson 5: The children will be learning to develop technique and control when using various art and design tools L.I: Develop evaluation and assessment skills Lesson 6: Evaluate and analyse works of art, including our own.
R.E Creation: Religion and Science 	creation origins Evolution Big Bang interpretation universe conflict faith / belief perspectives literal / metaphorical evidence Darwin Georges Lemaitre Humanism	Key skills I can show an understanding of how religious and scientific beliefs about creation differ and how some people link them together. I show respect for other people's views and am able to express and explain my own views. Key knowledge I can describe how Christians and Humanists understand creation, as well as simply explaining the scientific theories of the Big Bang and Evolution. I explain how Christian scientists, in the past and present, explain their scientific work in the light of their Christian beliefs. I know the difference between a literal and metaphorical understanding of creation.	L.I: What types of question do religion and science answer? Lesson 1: We will consider a variety of questions about life and discuss which can be answered best through science and which require a more religious or philosophical answer. We will look at answering a single question through the 2 lenses of Science and Religion. L.I: How do I believe the universe was created? We will share our own views on creation, through art and discussion, and consider where our views have come from. L.I: How do Christians interpret the Creation story from Genesis? We will re-visit the creation story from the book of Genesis in the Bible and look at what type of writing it is and how this helps us interpret it. We will compare different Christian interpretations of the story. L.I: I can explain two scientific theories for how the universe was created. We will learn about the Big Bang Theory and the Theory of Relativity and how people reacted to these theories when they were produced. L.I; How do Christian scientists link their work with their beliefs? We will study case studies of Galileo Galilei and two modern Christian scientists and see how they explain their scientific

			work in relation to their belief in God's creation. We will also look at how the church's attitude to science has changed over time and explain this. L.I: How do Humanists explain creation? We will start to learn about Humanism and particularly look at how Humanists explain creation. We will consider how the Humanist view of creation affects how they live their lives every day and compare this to Christians. LI: I can express my view about whether religion and science conflict each other or can complement each other. We will discuss what we have learnt and return to our own views of creation to see if anything has changed.
Computing Gathering Information	Category Data Information Organising Ranking Collecting Analysing	Key skills 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. Key knowledge 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.	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.
Spanish 	hermano hermana se llama vive tiene le gusta este/esta ¿Tienes hermanos?	Key Skills: Listening and selecting information from short audio passages to give an appropriate response. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary. Language production Forming a question in order to ask for information. Speaking in full sentences using known vocabulary. Speaking and	Lesson 1: L:I To ask and answer questions about family members. Lesson 2: L:I To describe the relationship between family members. Lesson 3: L:I To identify the third person singular form of some common verbs. Lesson 4: L:I To describe what someone likes to do. Lesson 5: L:I To write a short descriptive text about a person.

		reading aloud with increasing confidence and fluency. Adapting model sentences to express different ideas. Writing a short text using a model or scaffold. Using adapted phrases to describe a person. Key Knowledge: To know that plural nouns referring to nouns of mixed gender always take the masculine form. To know whether to use the pronouns el - he, or ella - she (or the gender neutral pronoun elle) when describing someone. To know that the ending of verbs change according to the subject. To know how to form the first three persons of the verb tener - to have, llamarse - to be called, vivir - to live, and gustarse - to like. To know that there is no possessive apostrophe in Spanish but that to say 'my mother's father' the Spanish would say el padre de mi madre - the father of my mother.	Lesson 6: L:I To identify key information in descriptive sentences.
PSHE	Peer pressure Encourage Risk Risk assessment Support network	Peer Pressure - Pupils should... • identify strategies we can use to keep ourselves and others safe • understand ways to manage peer pressure • explain the potential outcomes that may happen when we take risks • recognise the impact and possible consequences of an accident or incident Adults' & Children's Views - Pupils can... • listen to and observe a range of views from adults and children about how to stay safe and ask for help	In Year 5, children further develop their understanding of how to keep themselves and others safe by exploring how choices, influences and peer pressure can affect decision making. They identify strategies that support safe behaviour and consider how to respond confidently when they feel pressured by others. Pupils explore the possible consequences of risky actions. Through discussion and activities, they reflect on the views of adults and children beyond the school setting to deepen their understanding.

		• identify key ideas and strategies shared by others that help people manage risks and stay safe • reflect on and build their own understanding of safety using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about staying safe	
Music 	Lyrics Verse Chorus Tempo Hook Melody Choir Harmony Orchestra Rhythm Pitch Timbre Motif notation	Key Skills: 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.	Lesson 1: Learning Intents: • 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 perform my planet piece with my peers and say how we could improve it, using suitable musical vocabulary.

- 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.