

R.E

- * To talk about the different versions of the Bible and say which they prefer and why?
- * To be able to interpret the deeper meaning of the content of the Bible by looking at the titles given to the Bible;
- * To be able to link Bible passages to Christian behaviour;
- * To know how and why the Bible is read and used by Christians.

- * To be able to describe what inspires and influences them in relation to this topic;
- * To begin to understand the challenges of being a Christian;
- * To be able to express their opinion on a current or ethical issue.

Science

- * Describe the movement of the Earth, and other planets, relative to the Sun and each other in the solar system.
- * Describe the movement of the Moon relative to the Earth.
- * Describe Sun/Earth/Moon as approximately spherical bodies.
- * Use the idea of the Earth's rotation to explain day and night.
- * The Earth spins once around its own axis in 24 hours, giving day and night.
- * The Earth orbits the Sun in one year.
- * We can see the Moon because the Sun's light reflects off it.
- * The Moon orbits the Earth in approximately 28 days and changes to the appearance of the moon are evidence of this.
- * Use the Earth's movement in space to explain the apparent movement of the sun across the sky.
- * The Sun appears to move across the sky from East to West and this causes shadows to change during the day.
- * Changes to shadow length over a day or changes to sunrise and sunset times over a year are evidence supporting the movement of the Earth.

To Infinity and Beyond... Year Five

Stimulus: Travelling into space on a rocket!

Visit/Visitors: Eureka Science Museum

End of Unit Celebration:

Starqazing evening

Local/National/Global Links:

- * Williamson's Memorial Observatory Fund.
- * Visit the space exhibition at Eureka.
- * Research world space programs - the Space Race and The International Space Station.

P.E - Invasion Games / Dance

- P.E. is on Mondays and Thursdays - Please remember kits!
- * Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.
 - * Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games.
 - * Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.

Art/Dt

- * Use their knowledge of drawing and painting techniques to work creatively e.g. adapting the style of an artist to create their own effect.
- * Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.
- * Describe what they think and feel about their own and others' work and how this might influence their designs.

Computing

- * Use repetition and selection in programs.
 - * Use variables in programs.
 - * Design and create programs using decomposition.
 - * Design programs to accomplish specific tasks or goals.
 - * Use logical reasoning to develop systematic strategies that can be used to debug algorithms and programs.
 - * Use procedures in programs.
 - * Know the meaning of the key terms: Selection, variables., decomposition.
 - * Know the meaning of logical reasoning.
 - * Understand what a procedure is and why it is important in programs.
 - * Know that programs can be represented in different formats including written and diagrammatic.
 - * Understand the need for precision when creating sequences to ensure reliability.
 - * Understand how experiences of programming / control relate to control systems in the real world.
 - * Understand that there are often different ways to solve the same problem or task
 - * Understand that programming software can create simple and complex simulations.
- Cross-Curricular with PSHE - Internet Safety.**
- * Be competent users of technology using it safely, respectfully and responsibly and know about digital footprints and 'strong' passwords.

PSHE - Cross Curricular with Computing

- * Pupils will be able to identify what constitutes personal information.
- * Pupils will develop critical thinking skills.
- * Develop an awareness of potential risks online and how they can be dealt with.
- * Understand what acceptable and unacceptable online behaviour is.

Music

The children will be rehearsing for 'Young Voices'.

Please see links to National Curriculum Maths and English.