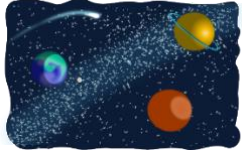




Theme Overview: Here and There
Year B - Spring Term
Years 5/6

Key Questions

Summer 1: What makes up our solar system?
 Summer 2: What makes Cranham special?



Curriculum Intent (link with values etc):

This topic will begin with a celebration of Cranham – it will aim to showcase how wonderful their local environment is and how lucky they are to live in such a wonderful part of the world. The topic of community will be at the forefront of this topic with the intention of bringing the whole community together. Children will create a multi-media project about Cranham using satellite images, internet research and interviews with local residents. We will then move into space to engage the children’s natural curiosity in the galaxy beyond what we can experience. By the end of this unit, all children will name the planets in the solar system independently, distinguish between heliocentric and geocentric ideas of planetary movement and explain that day and night is due to rotation of the Earth.

Enrichment and Experiences:

Coffee mornings/ celebration afternoons
 International Space Centre

English – long term overview coverage:

Stories from a different perspective, information, instructions, diary, narrative, book review, prediction.

 Irony sentences, Active and passive sentences.

Possible texts:

Funky Chickens

 See You in the Cosmos

Opportunities for Cross Curricular Maths:

Time, distance, populations, statistics

Science NC objectives

- 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
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.
- identifying scientific evidence that has been used to support or refute ideas or arguments
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Geography NC objectives

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Computing**CQ Threshold concept:** Communicate**NC objectives:**

- 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

History NC objectives

- a local history study

Art NC objectives

- about great artists, architects and designers in history

DT NC objectives**PSHE area of focus (For objectives see Whole School PSHE overview)**