

**Engage:** Planetarium visit

**Express:** Create a lunar landscape and program robots to explore it.

### Literacy

**Spoken Language:**

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Participate in discussions, presentations, performances, role play, improvisations and debates

**Reading:**

Retrieve and record information from non-fiction  
Identify how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

**Writing:**

Note and develop initial ideas, drawing on reading and research where necessary

In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action

Using the perfect form of verbs to mark relationships of time and cause

Using expanded noun phrases to convey complicated information concisely

### Physical Development

**Dodgeball:**

Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

### Personal, Social and Emotional Development

**PSCHE: Good to be me**

Doing something to be proud of  
Responding in an assertive way  
Helping someone with a worry  
Stopping and thinking when they are angry

**R.E.: Christianity - How significant is it for Christians to believe God intended Jesus to die?**

Question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.

Give examples of someone with a strong sense of purpose for their life and give our opinions on this. Begin to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.

Express opinions about Jesus' crucifixion being his destiny/purpose.

## SPRING TERM 2 Activities Stargazers Year 5

### Mathematics

*Please see the Success and Challenge cards for Mathematics objectives*

### Languages

**In the city**

Understand place nouns when I visit a city.  
Use masculine and feminine nouns in simple sentences to describe a city.  
Ask to buy an entrance ticket to museum or a gallery.  
Write a sequence of simple sentences to describe a city.

### Understanding of the World

**GEOGRAPHY: Skills and Fieldwork**

Use maps, atlases, globes and digital mapping to locate countries and describe features studied

**HISTORY:**

Study an aspect or theme in British history that extends pupils' chronological knowledge – space travel.

**SCIENCE: Earth and Space**

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.

**COMPUTING: Digital literacy - iWeb**

Use advance search functions in Google (quotations). Understand websites such as Wikipedia are made by users

Use strategies to check the reliability of information (cross check with another source such as books).

Use their knowledge of domain names to aid their judgment of the validity of websites.

### Expressive Art and Design

**DESIGN AND TECHNOLOGY:**

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

**Music:**

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the inter-related dimensions of music.