

**Bramingham Primary School Topic Web**  
**Year Five – Autumn One: Out of this World**

<b>Subject:</b>	<b>Outline of teaching and Learning Opportunities:</b>
<b>English</b>	<ul style="list-style-type: none"> <li>-To research.</li> <li>-To write descriptively (planet description).</li> <li>-To write a recount (Space Centre visit).</li> <li>-To write information (Space Centre leaflet).</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>-To learn and apply appropriate phonic/spelling patterns.</li> <li>-To learn and apply appropriate morphology (affixes).</li> <li>-To learn appropriate etymology.</li> <li>-To learn common exception words.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>-To retrieve information from a text.</li> <li>-To interpret a text.</li> <li>-To understand authors' choices.</li> </ul>
<b>Maths</b> <i>Place value</i>	White Rose approach to Mastery.
<b>Science</b> <i>Earth and space</i>	<ul style="list-style-type: none"> <li>-To describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>-To describe the movement of the Moon relative to the Earth.</li> <li>-To describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>-To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> <li>-To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> </ul>
<b>Computing</b> <i>Digital literacy</i> <i>Internet</i> <i>3D modelling</i>	<ul style="list-style-type: none"> <li>-To identify a range of ways to report concerns about content.</li> <li>-To recognise acceptable/unacceptable behaviour.</li> <li>-To state the source of information found on the internet using web page references.</li> <li>-To understand importance of copyright.</li> <li>-To understand how to effectively use search engines, and have some awareness of how search results are selected, including that search engines use 'web crawler programs'.</li> <li>-To use QR codes to find top tips.</li> <li>-To use Google Sketchup to carry out 3D modelling; know benefits and uses of 3D modelling in real life. (Possibly create a virtual art gallery, and use this to store digital versions of own art-work throughout the year.)</li> </ul>
<b>History</b> <i>Space</i>	-To gain a secure understanding of chronology/world history (The Great Space Race timeline).
<b>Geography</b> <i>Geographical skills and fieldwork</i>	<ul style="list-style-type: none"> <li>-To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>-To 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.</li> <li>-To 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.</li> </ul> <p>World from Space:</p> <ul style="list-style-type: none"> <li>-To identify the position and significance of the Northern and Southern Hemisphere, Arctic and Antarctic circle, time zones (including day and night).</li> </ul>
<b>Music</b> <i>Keyboards</i>	<ul style="list-style-type: none"> <li>-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>-To improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>-To listen with attention to detail and recall sounds with increasing aural memory.</li> <li>-To use and understand staff and other musical notations.</li> <li>-To appreciate and understand a wide range of high-quality.</li> </ul>
<b>French</b> <i>Conversational French</i> <i>Numbers</i> <i>Colours</i> <i>Classroom commands</i> <i>Classroom objects</i>	<ul style="list-style-type: none"> <li>-To use basic conversational French.</li> <li>-To count.</li> <li>-To know colours.</li> <li>-To know commands: listen, stop, look, silence, repeat, sit down, stand up, hand up, hand down, line up.</li> <li>-To know classroom objects: pencil, rubber, ruler, exercise book, sharpener, scissors, bin, table, chair, pencil case.</li> </ul>
<b>Art</b> <i>Alien masks</i>	<ul style="list-style-type: none"> <li>-To use sketch books.</li> <li>-To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [ for example, pencil, charcoal, paint, clay].</li> </ul>
<b>RE</b> <i>Christianity, Hinduism, Judaism and Islam</i>	<ul style="list-style-type: none"> <li>-What does it mean to be a Hindu?</li> <li>-What do Hindus believe?</li> <li>-How do these beliefs affect the way they live their lives?</li> <li>-What happens in Hindu worship?</li> <li>-Who or what inspires and guides Hindu people?</li> <li>-What are you committed to?</li> </ul>
<b>PSHCE</b> <i>New Beginnings</i>	<ul style="list-style-type: none"> <li>-To understand rights and responsibilities, including the right for everyone to have a safe and secure learning environment (class charter and rules).</li> <li>-To understand the importance of feeling safe (circle time).</li> <li>-To recognise feelings of being scared (physical signs, warning signs, etc.) and know some strategies to deal with them.</li> <li>-To consolidate understanding of safety (network of support).</li> </ul>
<b>PE</b> <i>Indoor - Dance</i> <i>Outdoor - Rugby</i>	<ul style="list-style-type: none"> <li>-To travel at different speeds and levels</li> <li>-To use stills/jumps/gestures</li> <li>-To compose phrases/routines</li> <li>-To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> </ul>