



Class/Year:	<b>Year 5</b>	<b>Start Date:</b> 4th June 2024 <b>Finish Date:</b> 26th July 2024	<b>Core Values:</b> <ul style="list-style-type: none"> <li>• Learning to co-operate well with others and to resolve conflict effectively.</li> <li>• Investigating and discussing moral issues and consequences of actions.</li> <li>• Learning about the world around us and reflecting on our experiences.</li> <li>• Understanding our cultural heritage and respecting our cultural diversity.</li> </ul>	
	Title: Explorers: Earth and Space	 <p><b>Explorers: Earth and Space</b></p>	<p><b>Rationale: Geography Focus: North America - regions of the USA</b></p> <p>We will begin by recapping on the key human and physical features of our own region in England. The children will learn about the different countries and capital cities of North America and then focus on specifically the Western United States. Children will learn about the human and physical features including biomes, climate zones, vegetation belts, earthquakes and volcanoes. The children will also learn about the physical processes of rivers, mountains and the water cycle and apply this to their region and the Western United States.</p>	
		<p><b>Focus Area: English</b></p> <p>Through reading <i>Brightstorm</i> by Vashti Hardy, children will explore the themes of exploration and discovery. They will also consider the topics of bravery, friendship and personal growth. The children will undertake a variety of writing tasks inspired by the story including creating a job description and advertisement and a first-person account from the point of view of one of the characters.</p> <p>The children will create a non-chronological report about the spaceship <i>The Aurora</i> in which they will consider and explain its features. They will finish by creating an explorer's journal from the point of view of the characters recounting specific events and moments in the book.</p>	<p><b>Supporting Focus Area: Science:</b></p> <p>During this unit of work, children will consolidate and extend their knowledge of forces by naming individual forces (e.g. gravity, friction, upthrust). They will extend their knowledge of frictional forces (air resistance and water resistance) and plan fair test investigations. They will learn how forces can be helpful and unhelpful in various scenarios and identify the forces involved in each scenario. They will learn what a mechanism is and how pulleys, levers and gears are used to allow a smaller force to have a greater effect.</p> <p><b>PSHE - Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• how to recognise, respect and express their individuality and personal qualities</li> <li>• ways to boost their mood and improve emotional wellbeing</li> <li>• the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>	
		<p><b>Discrete Teaching Programmes:</b></p> <p><b>Maths</b> - Daily Maths lessons.  <b>PE</b> - Football, rounders, tennis.</p>	<p><b>Supporting Focus Area: DT</b></p> <p>The children will design and build a model Mars rover. The children will then test their rover on the different surfaces e.g. carpet, a smooth surface, small pebbles, dirt, slopes etc. They evaluate their rover's performance on these surfaces and suggest and try out the suggested improvements (e.g. adding rubber bands/balloons to the wheels to act as tyres, having bigger/smaller wheels)</p>	