

**Year 5 Enquiry
Terms 1-3**

Enquiry question	What does Earth look like from space? (Term 1)	How can science help the homeless? (Term 2)	Where is our twin? (Term 3)	How can we show what we believe? (Term 3 and 4)
Number of weeks	6	7	5	5
Lead state of being & coverage	<p>Scientist - Scientist - describe the movement of the Earth, Moon and other planets relative to the Sun in the Solar System (as spherical bodies); use the idea of the Earth's rotation to explain day and night</p>	<p>Scientist - Properties and changes of materials: - compare and group together materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets; - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.</p>	<p>Geographer - locate the world's and the United Kingdom's countries, concentrating on their key physical and human characteristics, countries, and major cities; - understand similarities and differences (Describing climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, land use, economic activity, and the distribution of natural resources including energy, food, minerals and water).</p>	<p>Historian: - a non-European society that provides contrasts with British history - AD 900; Mayan civilization - develop a chronologically of world history; - noting connections, contrasts and trends over time; similarity and difference.</p>

Supporting states of being & coverage	Artist - improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials. Geographer - locate the World's countries, using maps to focus on their key physical and human characteristics. Also, Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.	Engineer - - investigate and analyse a range of existing products; - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; - understand how key events and individuals in design and technology have helped shape the world.	Engineer - generate, develop, model & communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams & prototypes - select from & use a wider range of materials (incl. textiles), tools, components & equipment to accurately perform practical tasks [e.g. cutting, shaping, joining & finishing];	Geographer - locate the world's countries, using maps to focus on Europe and North and South America, concentrating on environmental regions. Artist - improve their mastery of art and design techniques, including drawing and sculpture, with a range of materials (clay); Philosopher - How do you show your faith? (Hinduism) Is it ok to have different beliefs from others? How can you show respect for other people?
Wider experiences (trips, outdoor learning, visitors)	Planetarium (We the Curious in Bristol)	Link to a STEM ambassador (visitor)? Outdoor learning with Science, burning and rockets.	Geographical survey walk up Chippenham high street.	Visit a church or place of worship and see how these show what they believe through art work
International learning links			Create a link with a school in our twin town	
50 Experiences linked to Enquiry	30. Run a Healthy Tuck Shop	25. Raise money for charity	Read in our treehouse. Perform a poem.	

Year 5 Enquiry Terms 4-6

Enquiry question	What do forces actually do? (Term 4)	Who is trading with whom? (Term 5)	How are you helping to save the planet? (Term 5 & 6)	What makes a good performance great?
Number of weeks	2	5	5	3
Lead state of being & coverage	<p>Scientist - explain that unsupported objects fall towards the Earth because of the force of gravity</p> <ul style="list-style-type: none"> - identify the effects of air resistance, water resistance and friction that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>Historian - a local history study; - a study of an aspect in British history - a history of Trade in the local area.</p> <ul style="list-style-type: none"> -develop a chronologically secure knowledge and understanding of British, local history, noting connections, contrasts and trends over time. - develop the appropriate use of historical terms; devising historically valid questions about change, cause, similarity and 	<p>Engineer - investigate and analyse a range of existing products using research to develop design criteria to inform the design of innovative, functional, appealing products.</p> <ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. 	<p>Artist - improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];</p> <ul style="list-style-type: none"> - Create sketchbooks to record their observations and use them to review and revisit ideas - learn about great artists, architects and designers in history e.g. Paul Gauguin and his Caribbean influence, stage

		difference, and significance;		costume designers, setting artist
Supporting states of being & coverage	<p>Engineer -- generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p>- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>Geographer - name & locate counties and cities of UK on a map. - describe & understand key aspects of Human Geography: trade links.</p> <p>- use fieldwork to observe, measure, record and present</p> <p>Engineer - design purposeful, functional, appealing products for themselves and other users based on design criteria;</p> <p>- investigate and analyse a range of products; - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>Scientist - Living things and habitats</p> <p>- describe the differences in life cycles of a mammal, amphibian, an insect and a bird;</p> <p>- describe the life process of reproduction in plants and animals.</p> <p>Geographer - describe and understand key aspects of human geography including land use, energy, pollution, minerals & water.</p>	<p>Musician - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;</p> <p>- improvise and compose music for a range of purposes - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</p>
Wider experiences (trips, outdoor learning, visitors)	Outdoor learning STEM activities and building Rube Goldberg machines	Historical walk around Chippenham. Museum officer visit. Drama and history.	Go to Mortimer's wood and link to Wiltshire Wildlife Trust	Link to Year 6 performance

International learning links				
50 Experiences linked to Enquiry	8. Read in an adventurous place	33. Go to Chippenham Folk Festival	4. Go for a walk in Mortimer's wood	34. Perform a story

Year 5 Discrete Teaching Terms 1-3			
	Term 1 (Autumn 1)	Term 2 (Autumn 2)	Term 3 (Spring 1)
Computing	Computing systems and networks: Search engines Research skills and finding accurate information	Data Handling - Mars Rover 1 Data transfer and binary code	Online Safety : Year 5 Potential online dangers and safety
RE (Discovery)	Sikhism - How far would a Sikh go for his/her religion?	Christianity - Is the Christmas Story True?	Hinduism - How can Brahman be everywhere and in everything?
PSHE (Jigsaw)	Being me in My World	Celebrating difference	Dreams and Goals

Music (Charanga)	Livin' on a Prayer	Classroom Jazz 1	Make You Feel My Love
French / Spanish	Transport	Ask for and answer name, age / Christmas	Around Town
PE Indoors	Netball	Gymnastics	Dance
PE Outdoors	Tag rugby	Lacrosse	Basketball
English - writing	Talk 4 Writing - Perseus Defeat the monster story Enquiry link - Astronaut diary	Talk 4 Writing The Story of Alma - focus on suspense. Enquiry link - Persuasive Writing	Talk 4 Writing Enquiry link - Information leaflets and Letter writing
English – reading	Into the Forest by Anthony Browne Prediction, Inference of character feelings and Summarising Macbeth (Treetops Classics) Author use of language	Wonder by R J Palacio -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -Dictionary Skills	Journey to the River Sea by Eva Ibbotson -Fact or Opinion? -Understanding Vocabulary -Figurative Language
Maths	Number: place value Number: Addition and subtraction Statistics	Number: Multiplication and Division Measurement: Perimeter and Area	Number: Multiplication and Division Number: Fractions

Year 5 Discrete Teaching Terms 4-6

	Term 4 (Spring 2)	Term 5 (Summer 1)	Term 6 (Summer 2)
Computing	Programming 1 - Music Applying programming skills to create sounds and melodies leading to a battle of the bands performance.	Programming 2 - Micro:bit The meaning and purpose of programming	Creating Media - Stop Motion Animation Storyboarding ideas, taking photographs and editing to create a video animation
RE (Discovery)	Christianity - Did God intend Jesus to be crucified and if so was Jesus aware of this?	Hinduism - Do beliefs in karma, samsara and moksha help Hindus lead good lives?	Christianity - What is the best way for a Christian to show commitment to God?
PSHE (Jigsaw)	Healthy me	Relationships	Changing me
Music (Charanga)	The Fresh Prince Of Bel Air	Dancing In The Street	Reflect, Rewind, Replay
French / Spanish	Food and drink and Easter	Volley-ball	Chosen story
PE Indoors	Fitness	Rounders	Athletics
PE Outdoors	Football	Striking and fielding	Cricket
English - writing	Talk 4 Writing Enquiry link - Discussion text	Talk 4 Writing Enquiry link Biography of Sir Samuel Fludyer	Talk 4 Writing Enquiry link: bug hotel instructions, Persuasive letters
English –reading	Journey to the River Sea by Eva Ibbotson -Summarising events of the story -Justifying predictions and inferences with evidence from the text. - Comparing how different characters feel towards the same event.	Kensuke's Kingdom by Michael Morpurgo -Understanding the meaning of vocabulary in context (reading around the word for meaning) -Justifying predictions and inferences with evidence from the text. - Comparing how different characters feel towards the same event.	Carrie's War by Nina Bawden -Exploring how an author uses figurative language to create atmosphere and effect. -Looking at how characters feelings change over time and why

Maths	Number: Fractions Number: Decimals and Percentages	Number: Decimals Geometry: Properties of shape	Geometry: Position and Direction Measurement: Converting Units
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