




Pathway C medium term planning

Autumn 1 - Earth and Beyond

Learning objectives (KPIs in bold)								
Week	Main focus	Writing/SPaG	Science	Art/DT	Humanities/RE	PE	PSHE/Music/ French/Computing	Intended outcome
1	Transition Space hook day							
2	Science week - Earth and Space Moon Sun Earth	Descriptive writing and descriptive language (SPaG)	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. Key vocabulary: See UKS2 WS vocabulary - top of document Earth, Space, Moon, Sun, moons, Rotate, day, night, orbit, axis, spherical, heliocentric, geocentric, hemisphere, season, tilt.					Children have an understanding that we live on Earth and the passage of the seasons. Children understand the Sun, day and night and orbiting.
3	Science - Earth and Space Solar system	Non-fiction writing (reporting) and writing structures such as headings ect... (SPaG) Conjunctions Proper nouns	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Key vocabulary: planets, stars, solar system - Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006).					
4	Art - Roger Dean	Evaluations of art and descriptive language and full stops/capital letters(SPaG) Poetry (Speaking and listening)		Art:  Creating space images, 3D and illusion perspective. Background and foreground Use line, tone and shading to represent things seen, remembered or imagined, in three dimensions.				

				Return to work over longer periods of time, and use a wider range of materials.			
5	Humanities week History and Geography	Writing in past tense and verbs/nouns/pronouns (SPaG)			Aristotle, Ptolemy, Galileo, Alhazen, Brahe and Copernicus		
6	Religion week Christianity and Humanists	Information text Narrative - letter Conjunctions including time			U2.1 Why do some people think God exists? Christians and non-religious (e.g. Humanists) (Y5)		
7	PSHE and RHE week	Instructional writing -rules Imperative verbs, commands, questions and punctuation.					<p>PSHE: To learn about the different ways of achieving and celebrating personal goals.</p> <p>To learn and understand how rules and laws are made.</p> <p>To learn how to take part and make and change rules.</p> <p>To learn about the different kinds of responsibilities they have (at home and school).</p> <p>To learn how to describe a range and intensity of feelings. To learn how to manage complex or conflicting emotions. (2/3)</p> <p>To learn about coping with change and transition. How this can relate to bereavement and coping with loss.</p> <p>RHE: Puberty</p>
8	French and music week	Retell (core book) Editing					<p>French: Revise colours Planet names Sign colours and planets</p> <p>Music: Unit 13 instrument skills Children then create music to represent space.</p>

Autumn 2 - Africa!

Learning objectives (KPIs in bold)								
Week	Main focus	Writing/SPaG	Science	Art/DT	Humanities/RE	PE	PSHE/Music/ French/Computing	Intended outcome
1	Humanities Location knowledge Belonging (empire) Changes/timelines	Non-fiction			How do we find out about the past without written evidence? How did Benin become an empire? Why did the Benin empire end? How has African history been			

				<p>viewed by Europe?</p> <p>Understand the terms: empire, artefacts, primary source, secondary source, oba, slavery, independence, sacrifice, warriors, guild, massacre, trade.</p> <p>African timeline. Development of the empire and the importance of the oba. Stories of Eweka. Guilds of craftsmen-trade. Benin bronzes. Punitive expedition.</p>			
2	<p>PSHE</p> <p>Belonging Safety Risk Rules</p> <p>RHE</p>	Instructional writing				<p>To learn about independence, increased responsibility and keeping safe. To learn strategies for managing risk. To learn about strategies to manage personal safety.</p> <p>To learn about strategies for managing personal safety- local environment.</p> <p>To learn how the spread of infection can be prevented. To learn about different influences on behaviour, including peer pressure.</p> <p>To learn how to resist unhelpful pressure and ask for help. (2) Identify the pressure that children may have. How may they feel pressure e.g. pressure to copy negative behaviour? What can they do if they feel under pressure?</p> <p>Who can they ask for help? To learn about the skills needed in an emergency.</p> <p>What is an emergency? To learn about strategies for managing personal safety – online To learn what to consider before sharing pictures of themselves and others online. (2) To learn how to keep safe and well when using a mobile phone.</p>	
3	<p>Science</p> <p>Friction/materials</p>	<p>Science code</p> <p>Descriptive</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>				
4	<p>Science</p> <p>Gravity Air resistance Water resistance</p>	Narrative - fiction (describe a journey)	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance and water resistance</p>				
5	DT	Evaluative					

	Structures for different weathers	Instructional Descriptive				
6	French (one day) - animals Music - African drumming (culture)	Poetry			French: To say the name of various pets and animals Music: African drumming	
7	Religion	Narrative		Religion: What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) (Y5)		