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| --- | --- | --- | --- | --- | --- | --- | --- |
| **PE**  I can describe and interpret dance styles using appropriate vocabulary.  I can suggest how performances can be improved, so they communicate more effectively  I can adapt and refine the way I use weight, space and rhythm in their dances  I can perform different styles of dance clearly and fluently  I can vary and combine spatial patterns, speed, tension and continuity on own / with others.  I can think about character and narrative ideas created by stimulus  I can compose motifs and plan dances creatively and collaboratively | | | **Science**  I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.  I can describe the movement of the Moon relative to the Earth.  I can describe the Sun, Earth and Moon as approximately spherical bodies.  I can use the idea of the Earth’s rotation to explain day and night, and the apparent movement of the sun across the sky. | | **Art**  I can use a sketchbook to develop skills taught, and to experiment with the styles and techniques used by the artists taught.  I can explain  how a piece of art makes me feel, explaining my views by referencing effects (e.g., colour and pattern).  I can experiment with taught techniques and styles of significant artists and use these in my own artwork.  I understand how Van Gogh used vibrant colours and textures effectively in his work. | | |
| **Dance** | | | **The Earth in Space** | | **Van Gogh-Starry Starry Night** | | |
| **RE**  How and why do Hindus celebrate Diwali?  How do Christian groups differ in their expression of faith?  Why is the birth of Jesus important to Christians?  What can we learn about symbols and beliefs from visiting religious buildings? | **Music**  I can sing a broad range of songs as part of an ensemble with the range of an octave both in unison and in rounds, maintaining my part while others are performing theirs.  I can improvise within a group using melodic and rhythmic phrases.  I can sing songs from memory with increasing expression, accuracy and fluency.  I can recognise and use basic structural forms e.g. rounds, variations, rondo, form.  I can perform as an ensemble with instructions from the leader/conductor (e.g. hand signals to indicate volume, pitch and duration of notes). | | | **Computing**  I understand that computer games are created using coding.  I can select the relevant features of a situation to incorporate into a simulation by using decomposition and abstraction.  I can use variables to control objects in a game. | | | **PSHE**  I can explain ways in which difference can be a source of conflict or a cause for celebration.  I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration. |
| **Pilgrimage** |  | | | **Coding** | | | **Relationships** |
| **History**  I know about primary sources: for example, diaries, letters, oral histories, speeches, drawings, photographs and film.  I can discuss and present an understanding of significant individuals through their lifestyle and achievements. | | Logo  Description automatically generated  TOPIC WEB  YEAR 5  AUTUMN 2  JOURNEY TO THE STARS | | | | Resource implications | |
| Trips/experiences  Visits to Anglican and Methodist churches | |
| **Reaching for the Moon-Katherine Johnson** | |