



BRABIN'S ENDOWED PRIMARY SCHOOL

Class: Oak Year 5/6 Term: Autumn 1 2025

Curriculum Unit -Earth, Moon and Space

Key Learning Overview:-

Science- Children will be able to identify and name the planets in our galaxy and understand how they relate to the Sun. They will also learn how the rotation of the planets causes night and day. Finally they will learn about the Earth's moon.

Music- Children will listen to and appraise a range of musical scores, in particular the work of John Williams, focussing on musical components (e.g. tempo). They will then create their own musical score.

Art- Children will learn printing techniques and create abstract pieces based on the Solar System inspired by a range of abstract and pop artists.

Geography- A study of the Amazon region.

History- A study of the Maya Civilization.

Writing Opportunities- we will write: a selection of fiction-based pieces leading to a new sci-fi story, explanations and reports on the Solar System and poems with imagery.

Class Novel, key texts and extracts- Novel: Harry Potter and the Philosopher's Stone
Extracts of: Sci-Fi novels (War of the Worlds and Cosmic) and a Selection of poetry by Ted Hughes.

Curriculum Shapers

- Be Curious: invoke a sense of awe and wonder of the Universe
- Be Knowledgeable: develop subject specific language
- Be Adventurous: work outside of your comfort zone
- Be Creative: develop creative thinking skills and question 'why' and 'what if'.
- Be Collaborative: work with each other as a team
- Be Positive: develop self- esteem

Key Questions

- How do the Sun, the planets, including Earth and the moon move?
- How are night and day caused and how did people in the past know what time it was?
- What is a mountain range and where in the world are they located?
- Who was John Williams?
- How does music add to the effect of films?
- What is 'Pop Art'?

Key Skills Coverage - Science

Prior Knowledge

- Year 1/2: Seasonal Changes
- Year 1/2: Explorers
- Year 3/4: Light and Shadows
- Year 3/4: Forces
- Year 3/4 :Famous European Scientists

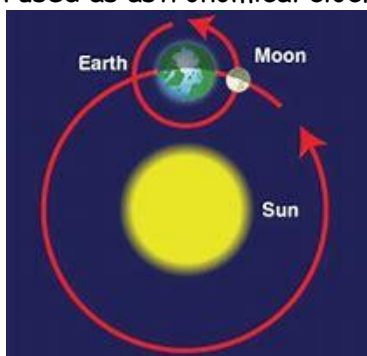
Key Scientific Skills

Knowledge

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- 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.

Working Scientifically

- By comparing the time of day at different places on the Earth through internet links and direct communication.
- By creating and constructing simple models
- By finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks



Key Vocabulary

Universe- the whole of space and all the stars, planets, and other forms of matter and energy in it

The Solar System- includes the Sun and the planets that orbit it

Planets- a large spherical object in space which orbits a star- the Earth is a planet

Star-a large spherical object of burning gas- the Sun is a star

Moon- the natural satellite of the Earth, visible by reflected light from the Sun. Other planets also have moons

Spherical -an object round in shape like a ball

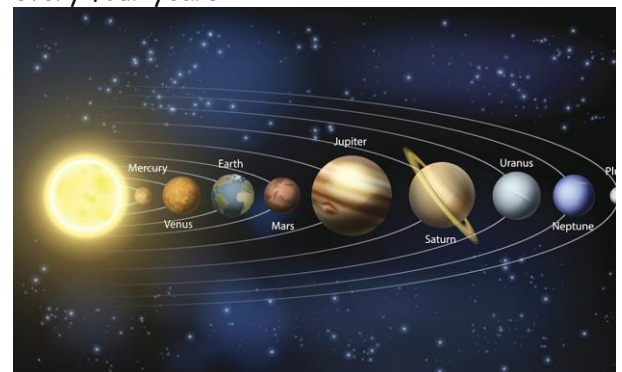
Orbits- the curved path in space that is followed by an object going round and round a planet, moon, or star

Axis- an imaginary line through the middle of something

Rotates- move or cause to move in a circle round an axis or centre.

Gravity- the force which causes things to drop to the ground

Leap year- a year which has 366 days. The extra day is the 29th February. There is a leap year every four years



Key Skills Coverage - Music

Prior Knowledge

Year 1/2: Friendly Robots (singing and musical patterns/elements)
Year 1/2: Latin Music (performing and listening)
Year 1/2: Fire! Fire! (performing and listening)
Year 3/4: Rock and Roll (performing and listening)
Year 3/4: European Composers (listening and composing)
Year 3/4: Iron Man- Marvel Trailers (listening and composing)

Key Musical Skills

Listening

- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Composing

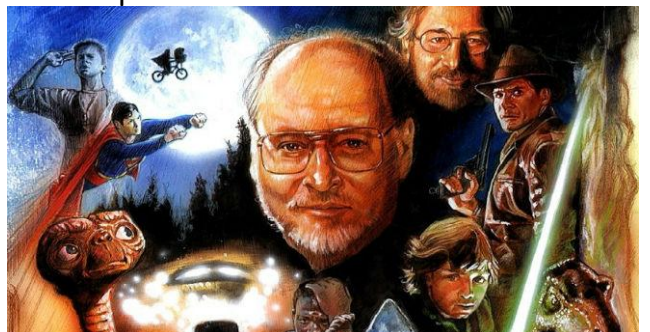
- Improvise and develop rhythmic and melodic patterns when performing.
- Explore, choose, combine and organise musical ideas within musical structures with increasing effect and confidence

Musical Elements (Revise all briefly through listening process)

1. Pitch: Identify short phrases and long phrases, prominent melody patterns in a piece of music, Improvise a melodic patterns and melodies.
2. Duration: Perform rhythmic patterns and ostinato, identify a silence in a rhythmic pattern with a gesture, indicate strong and weak beats through movements and recognise a metre.
3. Dynamics: Recognise crescendo, diminuendo assess the appropriateness of dynamic.
4. Tempo: Identify the differences between fast and slow tempos and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.
5. Timbre: Identify groupings of instruments and recognise the instruments heard in a piece of music.
6. Texture: Understand how the texture might vary in a song.

Key Vocabulary

bar - a regular section on a staff, separated by vertical lines. Contains the beats
beat- unit of rhythm
downbeat - first beat in a bar
pulse - the constant beat in a piece of music
rest - moment when a note is not played for a defined length of time
rhythm - structured groups of accented and unaccented beats
dynamics - how loud or quiet a piece of music is
tempo - speed of a piece
duration- length of note
pitch- how high or low a sound is
timbre- the quality of sound
texture- layers of sound
structure- the order of a piece
crescendo - getting louder
decrescendo - getting quieter
staccato - short, sharp notes
Ostinato- A short repeated rhythmic or melodic pattern.



Key Skills Coverage - Art

Prior Knowledge

- Year 1/2: 3D Sculpture- clay based on the human figure
- Year 3/4: 3D Sculpture- junk models and nature based

Key Skills

Printing:

- Create printing blocks by simplifying an initial journal idea.
- Use relief or impressed method.
- Create prints with three overlays.
- Work into prints with a range of media e.g. pens, colour pens and paints.

Drawing:

- Work from a variety of sources including photographs and digital images.
- Develop close observation skills using a variety of view finders.
- Identify artists who have worked in a similar way to their own

Lines, Marks, Tone, Form and Texture:

- Use dry media to make different marks, lines, patterns and shapes within a drawing.
- Experiment with wet media to make different marks, lines, patterns, textures and shapes.
- Use different techniques for different purposes i.e. shading, hatching within their own work.

Perspective and Composition:

- Begin to use simple perspective in their work using a single focal point and horizon.
- Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background

Key Artists: Albrecht Dürer, Lucien Rudaux, Andy Warhol and Robert Rauschenberg

