

Great Kingshill CE Combined School  
Long Term Planning

Year Group: 5

Topic: Anglo Saxons

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science</p> <p><b>Properties and changes of materials</b></p>	<p>To compare and group together everyday materials based on their properties including their hardness, solubility, transparency, conductivity and response to magnets</p> <p>To understand the term materials and explain the properties of different materials</p>	<p>To give reason based on evidence from comparative and fair test, for particular uses of everyday materials including metals, woods and plastics.</p> <p>To take measurements using a range of scientific equipment with increasing accuracy</p> <p>To analyse the properties of everyday materials</p>	<p>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>To give reason based on evidence from comparative and fair test, for particular uses of everyday materials including metals, woods and plastics.</p> <p>To evaluate the effectiveness of the materials used around the school</p>	<p>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust of results, in oral and written forms</p> <p>To give reason based on evidence from comparative and fair test, for particular uses of everyday materials including metals, woods and plastics.</p> <p>To investigate a range of plastic carrier bags and make recommendations for their use</p>	<p>To understand and explain the term reversible change</p>	<p>To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>To demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>To record data and results of increasing complexity using scientific diagrams, labels, classifications keys, tables, scatter graphs, bar and line graphs</p> <p>Practical</p>	<p>To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>To demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>To record data and results of increasing complexity using scientific diagrams, labels, classifications keys, tables, scatter graphs, bar and line graphs</p> <p>Write up</p>
<p>Computing</p> <p>ESafety</p>	<p>To understand E safety related to online gaming, mobiles and social media context</p>	<p>To be able to use technology safely and responsibly</p> <p>To recognise acceptable and unacceptable behaviour online</p>	<p>To recognise acceptable and unacceptable behaviour online</p> <p>To understand how to report concerns on line.</p>	<p>To be able to use search engines safely and effectively</p> <p>To be able to evaluate content for accuracy</p>	<p>To understand E safety related to online gaming, mobiles and social media context</p>	<p>To be able to use technology safely and responsibly</p> <p>To recognise acceptable and unacceptable behaviour online</p>	
<p>Music</p> <p>Living on a prayer</p> <p><i>Charanga Scheme</i></p>	<p>- lesson 1</p> <p>To know how the pulse, rhythm and pitch fit together</p> <p>To show control, phrasing and expression in singing</p>	<p>- Lesson 2</p> <p>To begin to recognise the basic styles of music</p> <p>To be able to perform songs in a way that reflects the meaning of the words</p>	<p>- Lesson 3</p> <p>To show control, phrasing and expression in singing</p> <p>To improvise on own with increasing aural memory</p>	<p>-Lesson 4</p> <p>To use a range of words to describe music</p> <p>Duration, pitch, timbre etc</p>	<p>- Lesson 5</p> <p>To know how pulse, rhythm and pitch fit together</p> <p>To read/ work out music staves</p>	<p>- Lesson 6</p> <p>To read music</p> <p>To perform in solo and ensemble context using a variety of techniques, confidently, expressively and in tune</p>	
<p>PHSE</p> <p><i>Jigsaw Scheme – Being Me</i></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>Explain how difference can be a source of conflict for people</li> <li>To be able to say and express how they feel about people experiencing conflict in their lives because they are different</li> </ul>	<p>To understand the rights of a child.</p> <p>To explain why rights and responsibilities contribute to making groups effective</p>	<p>To explain why rights and responsibilities contribute to making groups effective</p>	<p>To evaluate some of the different rules, rights and responsibilities that are shared in the UK</p> <p>To explain how the rule of Law can help individuals and the wider community</p>	<p>To respect people's differences</p> <p>To compare my life with others people in my country and explain why we have rules, rights and responsibilities to try and make school and the wider community a fair place</p>	<p>To explain how the actions of one person can affect another and give examples of this from school and the wider community</p>	<p>To be able to understand how democracy and having a voice benefits the school and the community</p> <p>To be able to understand why rules are important</p>	
<p>ART &amp; Design</p> <p><i>Plan Bee Scheme</i></p> <p>By the end of the unit pupils will be able to:</p>	<p>Taught in Autumn 2</p>						
<p>Design Technology</p> <p><b>Fashion and Textiles</b></p> <p><i>Plan Bee Scheme</i></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p>To investigate and analyse items made using textiles, the materials used and how they are made</p>	<p>To explore some ways in which textiles are joined together</p>	<p>To design an item made using textiles, and draw pattern pieces</p>	<p>To use pattern pieces to measure, mark and cut fabric</p> <p>To sew design elements according to a design</p>	<p>To join fabric by hand sewing</p>	<p>To sew hems on an items made using textiles.</p> <p>To add design details</p>	
<p>Geography</p>	<p>Taught in Autumn 2</p>						

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<p>History <b>Invaders – The Anglo-Saxons</b></p>	<p>To be able to use dates to accurately describe historical events</p> <p>To be able to describe when and where the Anglo Saxons invaded Britain</p> <p><b>The Invaders</b></p>	<p>To examine causes and results of events and the impact these had on peoples lives</p> <p>To be able to describe a typical Anglo Saxon village and explain what jobs people did</p> <p><b>Village Life</b></p>	<p>To construct informed responses that involve thoughtful selection and organisation of historical information</p> <p>To understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meaning</p> <p><b>Place Names</b></p>	<p>To start to understand the difference between primary and secondary sources</p> <p>To be able to use a wider range of different evidence to collect information about the past</p> <p>To analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture</p> <p><b>Artefacts and Culture</b></p>	<p>To identify and note connections, contract and trends over time the everyday lives of people</p> <p>To explain the beliefs and practises of the Early Anglo – Saxons people</p> <p>To identify and describe some of the Gods they worshipped</p> <p><b>Anglo-Saxon Gods</b></p>	<p>To be able to present, communicate and organise ideas about the past using detailed discussions and debates</p> <p>To be able to plan and present a self-directed project on the Anglo Saxons</p> <p><b>Anglo Saxon project presentation</b></p>	<p>To be able to present, communicate and organise ideas about the past using detailed discussions and debates</p> <p>To be able to plan and present a self-directed project on the Anglo Saxons</p> <p><b>Anglo Saxon project presentation</b></p>
<p>Spanish</p>	<p>To be able to listen attentively to a language and be able to join in</p> <p>To learn simple greetings</p>	<p>To be able to engage in conversations – ask questions</p> <p>To be able to practice simple greetings</p>	<p>To be able to engage in conversations – ask questions</p> <p>To be able to respond to simple questions</p>	<p>To be able to speak in sentences using familiar vocabulary</p> <p>To be able to answer simple questions – how old / what is your name etc</p>	<p>To be able to speak in sentences using familiar vocabulary</p> <p>To be able to answer simple questions – how old / what is your name etc</p>	<p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Counting to 10 Months of the year</p>	<p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Counting to 10 Months of the Year</p>
<p>RE Sikhism “How far would a Sikh go for his/her religion?” By the end of the unit pupils should be able to:</p> <ul style="list-style-type: none"> <li>- identify the different levels of commitment I show to different things and explain these priorities.</li> <li>- make links between how Sikhs practise their religion and the beliefs that underpin this.</li> <li>- respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</li> </ul> <p><i>Discovery RE Scheme</i></p>	<p>To identify the different levels of commitment shown to different things and explain these priorities</p>	<p>To identify the different levels of commitment shown to different things and explain these priorities</p>	<p>To make links between how Sikh’s practice their religion and the beliefs that under pin it.</p>	<p>To make links between how Sikh’s practice their religion and the beliefs that under pin it.</p>	<p>To be able to ask respectful questions about why Sikh’s chose to behave and the levels of commitment they show</p>	<p>To be able to ask respectful questions about why Sikh’s chose to behave and the levels of commitment they show</p>	
<p>Games <b>Tag Rugby</b> <i>Power of PE</i> By the end of the unit Pupils should be able to carry the ball successfully when running and pass the ball with some success when stationary Pupils should be able to change direction successfully &amp; pass the ball w/ success Pupils should be able to change direction at speed, pupils will be able to pass effectively in varied environments.</p>	<p>To develop pupils ability to run with the ball To develop pupils ability to pass the rugby effectively</p>	<p>To develop pupils ability to run with the ball To develop pupils ability to pass the rugby effectively</p>	<p>To develop pupils ability to run with the ball To develop pupils ability to pass the rugby effectively</p>	<p>To develop pupils ability to run with the ball To develop pupils ability to pass the rugby effectively</p>	<p>To develop pupils ability to run with the ball To develop pupils ability to pass the rugby effectively</p>	<p>Interclass Rugby Games To be able to gain possession working as a team.</p> <p>To be able to pass in different ways</p> <p>To use a number of techniques to pass and shoot</p>	
<p>PE <b>Dance</b> <i>Power of PE</i> By the end of the unit Pupils should be able to follow direct instructions and participate in the activity. list some of the keywords they have learnt during the unit create new ways to move to the music</p>	<p>Lesson 1 To be able to respond in the correct manner to commands (Inside, Outside, Freeze etc) To be able to repeat some simple sequences of movements</p>	<p>Lesson 2 To be able to respond in the correct manner to commands (Inside, Outside, Freeze etc) To be able to repeat some simple sequences of movements</p>	<p>Lesson 3 To be able to respond in the correct manner to commands (Inside, Outside, Freeze etc) To be able to repeat some simple sequences of movements</p>	<p>Lesson 4 To be able to respond in the correct manner to commands (Inside, Outside, Freeze etc) To be able to create some complex sequences of movements relating to a stimulus</p>	<p>Lesson 5 To be able to respond in the correct manner to commands (Inside, Outside, Freeze etc) To be able to repeat some simple sequences of movements</p>	<p>Perform Dance To be able to perform to accompaniment, expressively and sensitively</p> <p>To be able to be able to move with control</p> <p>To be able to dance with clarity, fluency, accuracy and consistency.</p>	