

Great Kingshill CE Combined School  
Long Term Planning

Year Group: 5

Topic: Vikings

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science</p> <p><b>Materials and their properties</b></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 use knowledge of solids, liquids and gases to decide how mixtures might be separated, including filtering, sieving and evaporating</p> <p>To demonstrate that dissolving, mixing and changes of state are reversible changes</p>	<p>To understand the process of sieving as a method of separating solids</p> <p>To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including filtering, sieving and evaporating</p>	<p>To understand the process of evaporation as a method of separating liquids and solids</p> <p>To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including filtering, sieving and evaporating</p>	<p>To understand and explain the term "irreversible change"</p> <p>To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the actions of acid on bicarbonate of soda</p>	<p>To use knowledge of materials to make a suitable product</p> <p>To evaluate the appropriateness of materials chosen according to their properties</p>	<p>End of unit Assessment</p>	
<p>Computing</p> <p>Multi Media</p>	<p>To be able to select an appropriate IT programme or online tool to create and share ideas</p>	<p>To revisit typing skills</p>	<p>To use a wide range of effects in art programs and online tools discussing the choices they have made</p>	<p>To know how to use test and video editing tools in programs to refine their work</p>	<p>To use online tools to create and share presentations</p>	<p>To be able to explore the effective of multimedia in a presentation and show how they can be modified</p>	
<p>Music</p> <p>Classroom Jazz 1</p> <p><i>Charanga Scheme</i></p>	<p>- lesson 1</p> <p>To be able to listen and appraise</p> <p>To learn to play note and tune</p> <p>To be able to improvise</p> <p>To be able to perform learning</p>	<p>- Lesson 2</p> <p>To be able to listen and appraise</p> <p>To be able to compare and identify similarities and differences</p> <p>To learn to play note and tune</p> <p>To be able to improvise</p> <p>To be able to perform learning</p>	<p>- Lesson 3</p> <p>To be able to find the pulse</p> <p>To develop music vocabulary</p> <p>To compare and contrast two pieces of music</p> <p>To learn to play note and tune</p> <p>To be able to improvise</p> <p>To be able to perform learning</p>	<p>-Lesson 4</p> <p>To be able to find the pulse</p> <p>To develop music vocabulary</p> <p>To compare and contrast two pieces of music</p> <p>To learn to play note and tune</p> <p>To be able to improvise</p> <p>To be able to perform learning</p>	<p>- Lesson 5</p> <p>To be able to find the pulse</p> <p>To develop music vocabulary</p> <p>To compare and contrast two pieces of music</p> <p>To learn to play note and tune the middle 8</p> <p>To be able to improvise</p> <p>To be able to perform learning</p>	<p>- Lesson 6</p> <p>To be able to find the pulse</p> <p>To develop music vocabulary</p> <p>To compare and contrast two pieces of music</p> <p>To learn to play note and tune the middle 8</p> <p>To be able to improvise</p> <p>To be able to perform learning</p>	
<p>PHSE</p> <p><i>Jigsaw Scheme – Celebrating Difference</i></p> <p>By the end of the unit pupils will be able to:</p> <p>explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation.</p> <p>explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p> <p>recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. To suggest why some people are the victims of bullying/ discrimination and why respect is an important value.</p>	<p>To be able to understand that cultural differences can sometimes cause conflict</p> <p>To be aware of their own culture</p>	<p>To understand what racism is</p> <p>To be able to identify how they treat people of different race</p>	<p>To understand how rumours spread and that name calling can be bullying</p> <p>To be able to describe and use a range of strategies to support incidents of bullying should they occur</p>	<p>To be able to explain the difference between direct and indirect bullying</p> <p>To be able to identify ways to challenge those who show bullying behaviour and to support those who are being bullied</p>	<p>To compare their life with people in the developing world</p> <p>To be able to appreciate the value of happiness regardless of material wealth</p>	<p>To understand a different culture to my own</p> <p>To be able to respect their own and other people's culture</p>	
<p>ART &amp; Design</p> <p><b>Viking Art</b></p> <p><i>Plan Bee Scheme</i></p> <p>- to improve their mastery of art and design techniques, including drawing with a range of materials</p> <p>- to improve their mastery of art and design techniques, including painting with a range of materials</p> <p>- to improve their mastery of art and design techniques, including sculpture with a range of materials</p>	<p>To explore Viking Art and identify it key characteristics and features</p>	<p>To be able to draw Viking patterns</p>	<p>To be able to create a piece of Viking animal art work</p>	<p>To be able to sketch accurately a Viking dragon head</p>	<p>To be able to draw a portrait of a Viking warrior</p>	<p>To be able to create a piece of Viking jewellery</p>	
<p>Design Technology</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 1</p>						
<p>Geography</p> <p><b>Scandinavia</b></p>	<p>To locate the world's countries, using maps to focus on Europe</p>	<p>To understand geographical similarities and differences through the study of human and physical</p>	<p>To be able to use maps atlases, globes and digital maps to locate countries and describe features</p>	<p>To be able to compare a region in the UK with a region in Europe with significant similarities and difference</p>	<p>To be able to compare a region in the UK with a region in Europe with significant similarities and difference</p>	<p>To describe and understand key aspects of human geography including types of settlement</p>	

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	To be able to locate Scandinavia's countries and major cities on a world map	geography of a region of Europe  To explore the climate and weather of Scandinavia	To explore the physical features of Scandinavia	To be able to compare and contrast an area in the UK with an Area in Scandinavia	To be able to compare and contrast an area in the UK with an Area in Scandinavia	and land use, economic activity  To be able to plan a tourist visit to Scandinavian destination	
History <b>Invaders – The Vikings</b>	To find and analyse a range of evidence about the past  To find out about the Viking Invasions of Britain	To begin to evaluate the usefulness of different sources  To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons	To use a range of evidence to offer some clear reasons for different interpretation of the past  To find out why King Alfred was known as "Alfred the Great"	To explore key features of the past, including attitudes, beliefs and the everyday lives of men and women  To explore what life was like for Vikings livings	To examine causes and results of great events and impact these had on people  To find out about how and when Britain became a united country	Anglo- Saxon or Vikings who side are you on?  To plan and present as self-directed project or research about the studies period	
Spanish	To listen attentively to spoken language and show understanding by joining in  Days of the Week, Months of the Year	To listen attentively to spoken language and show understanding by joining in  To speak in sentences using familiar vocabulary, phrase and basic language structure  How old are you? What is your name	To engage in conversations and ask and answer questions, express opinions and respond to those of others  When is your birthday?  What is your name?  How old are you?	To engage in conversations and ask and answer questions, express opinions and respond to those of others  When is your birthday?  What is your name?  How old are you?	To appreciate stories, songs and poems in Spanish  Spanish Christmas Traditions	To be able to appreciate songs in Spanish  Singing Spanish Christmas Carol	
RE <b>Christianity</b> By the end of the unit pupils will be able to understand that: The Bible records the important events in the life of Jesus in the Gospels. The Gospels were probably not written as events happened. They would have been told and retold before recording, therefore specific dates and times may have become unknown (or irrelevant) The fixing of a festival date to commemorate an event does not necessarily have to happen on the actual date of the event (e.g. The Scouting/Guiding movement chose the birthday of the founders, not the actual date they first started the movement). The Gospels which retell the birth of Jesus agree on the main points and disagree on nothing. <i>Discovery RE Scheme</i>	To explain how 'true' could mean different things to different people and how stories can be 'true' in different ways	To explain how 'true' could mean different things to different people and how stories can be 'true' in different ways	To explain the Christian belief that Jesus was the Incarnation of God	To explain the Christian belief that Jesus was the Incarnation of God	To express an opinion on whether the Christmas story is true and what this might mean to Christians	To express an opinion on whether the Christmas story is true and what this might mean to Christians	
Games <b>Health and Fitness</b> <i>Power of PE</i> By the end of the unit pupils will be able to follow instructions and participate effectively in the lesson find their pulse?/Explain <u>why</u> heart rate increases participate in all 4 tests independently, counting their score effectively	Develop children's knowledge of how the food & drink we consume affects our body Develop children's ability to exercise at different intensities	Develop children's knowledge of how the body functions/changes during exercise Develop children's ability to exercise at different intensities	Develop children's knowledge of how the body functions/changes during exercise	Develop children's knowledge of how the body functions/changes during exercise	Develop children's knowledge of how the body functions/changes during exercise	Develop children's knowledge of how the body functions/changes during exercise	
PE <b>Gymnastics</b> <i>Power of PE</i> By the end of the unit pupils will be able to hold themselves in a balance showing control (3-4 seconds) hold a balance showing balance and extension (5-6 seconds) create routines containing balances with control and extension AND fluency from one balance to the other	To develop pupils knowledge of gymnastic balances. To develop pupils ability to hold a balance	To develop pupils knowledge of gymnastic balances. To develop pupils ability to hold a balance	To develop pupils ability to hold a balance To develop pupils ability to travel in a variety of ways	To develop pupils ability to hold a balance To develop pupils ability to travel in a variety of ways	To develop pupils ability to travel in a variety of ways To develop children's knowledge of Mirror/Match & Canon & Unison	To develop pupils ability to travel in a variety of ways To develop children's knowledge of mirror / match & canon and unison	To be able to make complex or extended sequences To perform consistently to different audiences To move in an accurate, clear and consistent way