

Great Kingshill CE Combined School  
Long Term Planning

Year Group: 5

Topic: Shang Dynasty

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science <b>Earth and Space</b></p>	<p>To identify scientific evidence that has been used to support or refute ideas or arguments To describe the sun, earth and moon as approximately spherical bodies</p>	<p>To describe movement of the earth and other planets, relative to the sun in the solar system</p>	<p>To describe movement of the earth and other planets, relative to the sun in the solar system To report and present finding from enquiries, including conclusions, causal relations and explanation of and degree of trust in results in oral and written form To identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky To identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky To report and present finding from enquiries, including conclusions, causal relations and explanation of and degree of trust in results in oral and written form</p>	<p>To describe the movement of the moon relative to the Earth To report and present finding from enquiries, including conclusions, causal relations and explanation of and degree of trust in results in oral and written form</p>	
<p>Computing <b>Coding</b></p>	<p>To design, write and debug programs that accomplish specific goals including controlling or stimulating physical systems</p>	<p>To design, write and debug programs that accomplish specific goals including controlling or stimulating physical systems</p>	<p>To solve problems by decomposing into smaller parts</p>	<p>To use sequence selection and repetition in programs To use logical reasoning to explain how some simple algorithms work To detect errors in algorithms and programs</p>	<p>To use sequence selection and repetition in programs To use logical reasoning to explain how some simple algorithms work To detect errors in algorithms and programs</p>	<p>To use sequence selection and repetition in programs To use logical reasoning to explain how some simple algorithms work To detect errors in algorithms and programs</p>	
<p>Music <b>Make you feel my love Charanga Scheme</b></p>	<p>Lesson 1- To be able to listen and appraise To be able to perform songs in a way that reflects the meaning of the words.</p>	<p>Lesson 2- To use a range of words to describe the song To identify the structure of the song To compare the same song by different artists</p>	<p>Lesson 3- To be able to find the pulse and beat in the music To be able to compare how the songs are the same or different</p>	<p>Lesson 4 – To be able to improvise To be able to plan tuned and un-tuned instruments</p>	<p>Lesson 5 – To be able to improvise To be able to plan tuned and un-tuned instruments To be able to compose using tuned instruments</p>	<p>Lesson 5 – To be able to improvise To be able to plan tuned and un-tuned instruments To be able to compose using tuned instruments</p>	
<p>PHSE <b>Jigsaw Scheme – Dreams and Goals</b> By the end of the unit pupils will be able to: compare my hopes and dreams with those of young people from different cultures. explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this. reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.</p>	<p>To explain why they need money to help them achieve some of their dreams and goals  To explain what they would like their life to be when they grow up</p>	<p>To know about different types of jobs, careers and understand that different jobs and careers have different wages  To explain how different jobs contribute to society</p>	<p>To describe a job or career they would like to do when they grow up and what motivates them to achieve it  To explain how their education is going to help with their future</p>	<p>To describe the dreams and goals of young people from a different culture  To compare their dreams and goals with those of young people from a different culture</p>	<p>To understand that communicating with people from a different culture means they learn from each other and can support each other  To explain the similarities and differences between their dreams and goals and those from young people in other countries</p>	<p>To encourage others to help young people here and in other places to achieve their dreams and goals  To suggest ways to achieve their dreams and goals – Compass  To be able to explain what motivates them to help others</p>	
<p>ART &amp; Design <b>Plan Bee Scheme Chinese Art</b> By the end of the unit pupils will be able to: - improve their mastery of art and design techniques, including drawing with a range of materials - improve their mastery of art and design techniques, including painting with a range of materials - improve their mastery of art and design techniques, including sculpture with a range of materials - understand about great artists in history - understand about great inventors in history</p>	<p>To explore the themes, styles and colours of traditional Chinese art.</p>	<p>To explore the theme of dragons in Chinese art.</p>	<p>To find out about importance of brushstrokes in Chinese art.</p>	<p>To find out about and replicate Chinese calligraphy</p>	<p>To find out about the Terracotta Army.</p>	<p>To find out about and recreate porcelain of the Ming dynasty.</p>	
<p>Design Technology <b>Plan Bee Scheme Chinese Inventions</b> By the end of the unit pupils will be able to: 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 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 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p>							<p><b>Whole Week on DT</b> To understand how the four great inventions of China shaped the world. To understand how the four great inventions of China shaped the world. To investigate water-powered machines. To test materials to build a kite. To design a kite based on a set of design criteria. To make and evaluate a kite.</p>

Great Kingshill CE Combined School  
Long Term Planning

Year Group: 5

Topic: Shang Dynasty

understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]							
Geography	Taught in Spring 2						
History Shang Dynasty	To explain when and where the Shang Dynasty occurred To know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural and religious	To describe how the social hierarchy of the Shang Dynasty was organised To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study	To construct informed responses that involve thoughtful selection and organisation of relevant historical information	To construct informed responses that involve thoughtful selection and organisation of relevant historical information  To describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children	To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	To understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this	To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;
Spanish	To speak in sentences, using familiar vocabulary  Recap counting, greetings,	To engage in conversations and ask and answer questions  where do you live? Conversations	To engage in conversations and ask and answer questions  Directive speech (here is X, Where is Y? There is masculine recap	To describe people, places and things orally and in writing  School life in Spain	To broaden their vocabulary and develop their ability to understand new words that are introduced  School vocabulary	To speak in sentences using familiar vocabulary and basic language structures  Basic directional speech and instructions	
RE Sikhism <i>Are Sikh stories important today</i> By the end of the unit pupils will be able to understand that: explain how some stories can teach people about what is important and how to behave. recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story explain how some stories can teach Sikhs about what is important in life and relate this non-Sikhs  <i>Discovery RE Scheme</i>	To explain how some stories can teach people about what is important and how to behave. (Engagement)	To explain how some stories can teach people about what is important and how to behave.  To recognise that stories can be an important way of expressing belief and meaning and can  (Investigation)	To explain how some stories can teach people about what is important and how to behave.  To recognise that stories can be an important way of expressing belief and meaning and can  (Investigation)	To explain how some stories can teach people about what is important and how to behave.  To recognise that stories can be an important way of expressing belief and meaning and can  (Investigation)	To explain how some stories can teach Sikhs about what is important in life and relate this non-Sikhs  (Evaluation)	To explain how some stories can teach Sikhs about what is important in life and relate this non-Sikhs  (Expression)	
Games Hockey <i>Power of PE</i> Show good control with movements with the ball Gain possession by working as a team Pass in different ways Use a number of techniques to pass, dribble and shoot	To be able to develop control of the hockey ball To be able to develop the ability to dribble with a stick	To develop pupils ability to pass the hockey ball to teammates To develop ability to apply skills in a competitive environment	To develop pupils ability to pass the hockey ball to teammates To develop ability to apply skills in a competitive environment	To develop pupils ability to pass the hockey ball to teammates To develop ability to apply skills in a competitive environment	To develop pupils ability to pass the hockey ball to teammates To develop ability to apply skills in a competitive environment	To develop pupils ability to pass the hockey ball to teammates To develop ability to apply skills in a competitive environment	
PE Swimming <i>Power of PE</i> By the end of the unit pupils will be able to Swim between 25 and 50 meters unaided Use a variety of basic arm and leg actions when on front and back Swim on the surface and lower themselves under the water Recognise how their body reacts and feels when swimming Recognise and concentrate on what they need to improve	Individual swimming lessons will follow the Swim England programme						