## Great Kingshill CE Combined School Long Term Planning

Year Group: 5

## **Topic: Extreme Earth – Volcanoes & Earthquakes**

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Science <b>Forces</b>	To explain that	To explain that	To identify the	To identify the	To identify the	To recognise that	
	unsupported	unsupported	effects of air	effects of air	effects of air	some	
	objects fall towards the	objects fall towards the Earth	resistance, water resistance and	resistance, water resistance and	resistance, water resistance and	mechanisms, including levers,	
	Earth because	because of the	friction, that act	friction, that act	friction, that act		
	of the force of					pulleys and gears, allow a smaller	
		force of gravity	between moving	between moving	between moving surfaces	force to have a	
	gravity acting between the	acting between the Earth and	surfaces To report findings	surfaces To identify	To record data and	greater effect	
	Earth and falling			scientific evidence	results of	To report findings	
	object	falling object To take	from enquiries, including	that has been used	increasing	from enquiries,	
	To identify the	measurements,	conclusions, causal	to support or	complexity using	including	
	effects of air	using a range of	relationships and	refute ideas or	scientific diagrams	conclusions,	
	resistance,	scientific	explanations of	arguments	and labels	causal	
	water	equipment, with	degree of trust in	arguments	To take	relationships and	
	resistance and	increasing	results		measurements,	explanations of	
	friction, that act	accuracy, taking	To identify		using a range of	degree of trust in	
	between	reading when	scientific evidence		scientific	results	
	moving surfaces	appropriate	that has been used		equipment, with		
	_	To record data	to support or		increasing		
		and results of	refute ideas or		accuracy, taking		
		increasing	arguments		reading when		
		complexity using			appropriate		
		scientific					
		diagrams and					
		labels					
Computing	To select an	To explore the	To develop skills	To be able to use a	To know how to	To be able to use	
Multi Media	appropriate ICT	effects of	using transitions	wide range of	use text and video	online tools to	
	or online tool to	multimedia	and hyperlinks to	effects in art	editing tools in	create and share	
	create and	(photos, video,	enhance the	programs and	programs to refine	presentations and	
	share ideas.	sound) in a	stricture of	online tools,	their work.	films.	
		presentation or	presentations.	discussing the			
		video and show		choices made and			
		how they can be		their effectiveness.			
		modified.					
Music	Identify the	Identify the	Identify the	To contribute to	To be able to	To be able to play	
The Fresh Prince of Bel-Air	piece's	piece's structure:	instruments/voices:	performance	perform	accurately as part	
Charanga Scheme	structure: Piano	Piano intro, verse	Loops, samples,		confidently	of a performance	
y the end of the unit pupils will be able to: now the pulse, rhythm, pitch,	intro, verse 1,	1, verse 2, chorus,	decks, scratching,	To listen and	To be able to		
empo, dynamics, texture and structure work	verse 2, chorus,	verse 3, interlude,	drums, bass,	appraise music	To be able to		
ogether to make a song sound interesting,	verse 3,	chorus, verse	synthesizer, rapper.	confidently	record their		
to keep the internal pulse. Others will take on	interlude,	4 with tag ending	To be oble to leave	To be oble to play	performance and		
musical leadership, creating musical ideas	chorus, verse	Find the pulse	To be able to learn	To be able to play	evaluate		
for the group to copy or respond to.	4 with tag ending Find the	whilst listening. Others will	their part and follow musical	accompaniments			
	pulse whilst	identify changes	instruction				
	listening. Others	in tempo,	Instruction				
	will identify	dynamics and					
	changes in	texture.					
	tempo,						
	dynamics and						
	texture.						
PHSE	To know the	To know some of	To know and put	To understand how	To describe the	To know what	
gsaw Scheme – <b>Healthy Me</b>	health risks of	the risks with	into proact basic	the medial, social	different roles food	makes a healthy	
the end of the unit pupils will be able to:	smoking and to	misusing alcohol,	emergency air	media and celebrity	can play in people's	lifestyle including	
plain different roles that food and	explain how	-		lu i		health eating and	1
	explain now	including anti-	procedures and	culture promotes	lives and can	neutri cuting unu	
bstances can play in people's lives. To also	tobacco affects	social behaviour	procedures and know how to get	culture promotes certain body image	explain how people	the choices they	
bstances can play in people's lives. To also splain how people can develop eating		-	•	•		-	
bstances can play in people's lives. To also plain how people can develop eating oblems (disorders) relating to body image	tobacco affects	-	know how to get	certain body image	explain how people	the choices they	
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ART & Design Plan Bee Scheme	tobacco affects the lungs, liver and heart To make informed decisions about whether or no they choose to smoke and know how to resist pressure	social behaviour To understand how alcohol affects their liver and heart To make informed decisions about whether or no they choose to drink alcohol and know how to resist pressure	know how to get help in emergency situations To know how to keep themselves calm in emergencies	certain body image types To reflect on their own body image and know how important it s that this is positive To respect and accept themselves for who they are	explain how people can develop eating problems relation to body image pressures To respect and value their own body	the choices they need to make to be healthy and happy To be motivated to keep themselves healthy and happy	
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ART & Design Plan Bee Scheme Building Bridges wellson develop design between be	tobacco affects the lungs, liver and heart To make informed decisions about whether or no they choose to smoke and know how to resist pressure To explore ways in which pillars and beams are used to span	social behaviour To understand how alcohol affects their liver and heart To make informed decisions about whether or no they choose to drink alcohol and know how to resist pressure To explore ways in which trusses can be used to strengthen	know how to get help in emergency situations To know how to keep themselves calm in emergencies To explore ways in which arches are used to strengthen	certain body image types To reflect on their own body image and know how important it s that this is positive To respect and accept themselves for who they are To Understand how suspension bridges are able to span	explain how people can develop eating problems relation to body image pressures To respect and value their own body To develop criteria and design a prototype bridge	the choices they need to make to be healthy and happy To be motivated to keep themselves healthy and happy To analyse and evaluate products according to a	
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## Great Kingshill CE Combined School Long Term Planning

Year Group: 5 **Topic: Extreme Earth – Volcanoes & Earthquakes** diagrams, prototypes, pattern pieces and computer-aided design - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - apply their understanding of how to strengthen, stiffen and reinforce more complex structures Geography To explore the Investigate a Explore how the Find out how Identify the To identify the To identify the key features of Earth's extreme - identify the position and significance of variety of Earth's surface is tsunamis are differences key features of volcanoes split up into volcanoes latitude, longitude, Equator, Northern climates by extreme weather caused by between a volcano investigating earthquakes under Hemisphere, Southern Hemisphere, the phenomena, such tectonic plates and and a mountain. To research a the sea floor, Tropics of Cancer and Capricorn, Arctic what climates as tropical the resulting Discover how To research a volcano of their there are on our and Antarctic storms, floods, earthquakes that focusing on the volcanoes are volcano of their choice planet and occur when they effects that formed and what choice - describe and understand key aspects of lightning, finding out tsunamis can have happens when one physical geography, including: climate hurricanes and move. To be able to tornadoes, and zones, biomes and vegetation belts, about the erupts. To be able to on an environment. present geographical rivers, mountains, volcanoes and hottest, the effects these present wettest, coldest information earthquakes, and the water cycle can have on geographical - use maps, atlases, globes and and driest people and the information digital/computer mapping to locate places on Earth. landscape. countries and describe features studied To find out about the water cycle and how it works to result in different levels of rainfall in different parts of the world History Taught in Spring 1 Spanish To write words To describe people, To be able to sav To understand the To be able to To broaden and phrases from places, things and their vocabulary and write the importance of the identify and memory Easter celebration and develop actions orally and seasons of the year describe some their ability to in writing in Spain Spanish Easter understand new Colours of the To be able to celebrations words that are Describe objects describe the rainbow according to colour seasons using introduced into and position familiar written colour materials Situational vocabulary tour of the school or the classroom RE То question To use examples To use examples of To begin to explain To begin to explain То express Christianity someone with a whether of someone with whether whether opinions about God God God intended Jesus to Jesus' crucifixion How significant is it for Christians to intended Jesus to always intended a strong sense of strong sense of believe that God intended Jesus to die? to Jesus to be purpose for their purpose for their be crucified or be crucified being his destiny or By the end of the unit pupils will be able to: crucified life and reason life and reason whether whether or purpose or Jesus' Jesus' use examples of someone with a strong sense whether Jesus' about this about this crucifixion was the crucifixion was the of purpose for their life and reason about this crucifixion was (Expression) consequence of consequence of the (Investigation) (Investigation) Holy Week Holy Week begin to explain whether God intended Jesus consequences to be crucified or whether Jesus' crucifixion of the events of (Investigation) (Evaluation) was the consequence of Holy Week Holy week express opinions about Jesus' crucifixion being (Engagement) his destiny or purpose Discovery RE Scheme To develop agility To develop agility To develop To develop agility To develop agility To develop agility Games **Multi-Skills** To develop co-To develop co-To develop co-To develop co-To develop coagility To develop coordination ordination ordination ordination ordination Power of PE By the end of the unit pupils will be able to ordination Follow direct instructions and participate in the activity Use their knowledge of the teaching points to

help their peers										
Develop their co-ordinations										
PE	Individual swimming lessons will follow the Swim England programme									
Swimming										
Power of PE										
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	<u> </u>									

Term: Spring 2 2021