

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Forces</p>	<p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and falling object To identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p>	<p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and falling object To take measurements, using a range of scientific equipment, with increasing accuracy, taking reading when appropriate To record data and results of increasing complexity using scientific diagrams and labels</p>	<p>To identify the effects of air resistance, water resistance and friction, that act between moving surfaces To report findings from enquiries, including conclusions, causal relationships and explanations of degree of trust in results To identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>To identify the effects of air resistance, water resistance and friction, that act between moving surfaces To identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>To identify the effects of air resistance, water resistance and friction, that act between moving surfaces To record data and results of increasing complexity using scientific diagrams and labels To take measurements, using a range of scientific equipment, with increasing accuracy, taking reading when appropriate</p>	<p>To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect To report findings from enquiries, including conclusions, causal relationships and explanations of degree of trust in results</p>	
<p>Computing Multi Media</p>	<p>To select an appropriate ICT or online tool to create and share ideas.</p>	<p>To explore the effects of multimedia (photos, video, sound) in a presentation or video and show how they can be modified.</p>	<p>To develop skills using transitions and hyperlinks to enhance the structure of presentations.</p>	<p>To be able to use a wide range of effects in art programs and online tools, discussing the choices made and their effectiveness.</p>	<p>To know how to use text and video editing tools in programs to refine their work.</p>	<p>To be able to use online tools to create and share presentations and films.</p>	
<p>Music The Fresh Prince of Bel-Air <i>Charanga Scheme</i> By the end of the unit pupils will be able to: know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p>Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.</p>	<p>Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.</p>	<p>Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper. To be able to learn their part and follow musical instruction</p>	<p>To contribute to performance To listen and appraise music confidently To be able to play accompaniments</p>	<p>To be able to perform confidently To be able to record their performance and evaluate</p>	<p>To be able to play accurately as part of a performance</p>	
<p>PHSE <i>Jigsaw Scheme – Healthy Me</i> By the end of the unit pupils will be able to: explain different roles that food and substances can play in people's lives. To also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. evaluate the different roles food and substances can play in people's lives. To also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse. summarise different ways that I respect and value my body. respect and value my body and health, and can consider the part this plays in maintaining my self-confidence.</p>	<p>To know the health risks of smoking and to explain how 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</p>	<p>To know some of the risks with misusing alcohol, including anti-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</p>	<p>To know and put into proact basic emergency air procedures and know how to get help in emergency situations To know how to keep themselves calm in emergencies</p>	<p>To understand how the medial, social media and celebrity culture promotes certain body image types To reflect on their own body image and know how important it is that this is positive To respect and accept themselves for who they are</p>	<p>To describe the different roles food can play in people's lives and can explain how people can develop eating problems relation to body image pressures To respect and value their own body</p>	<p>To know what makes a healthy lifestyle including health eating and the choices they need to make to be healthy and happy To be motivated to keep themselves healthy and happy</p>	
<p>ART & Design <i>Plan Bee Scheme</i></p>							
<p>Design Technology <i>Plan Bee Scheme</i> Building Bridges use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individual or groups generate develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded</p>	<p>To explore ways in which pillars and beams are used to span gaps</p>	<p>To explore ways in which trusses can be used to strengthen bridges</p>	<p>To explore ways in which arches are used to strengthen bridges</p>	<p>To Understand how suspension bridges are able to span long distances</p>	<p>To develop criteria and design a prototype bridge for a purpose</p>	<p>To analyse and evaluate products according to a design brief</p>	

Great Kingshill CE Combined School
Long Term Planning

Year Group: 5

Topic: Extreme Earth – Volcanoes & Earthquakes

<p>diagrams, prototypes, pattern pieces and computer-aided design</p> <ul style="list-style-type: none"> - 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 							
<p>Geography</p> <ul style="list-style-type: none"> - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>To explore the Earth's extreme climates by investigating what climates there are on our planet and finding out about the hottest, wettest, coldest and driest places on Earth.</p> <p>To find out about the water cycle and how it works to result in different levels of rainfall in different parts of the world</p>	<p>Investigate a variety of extreme weather phenomena, such as tropical storms, floods, lightning, hurricanes and tornadoes, and the effects these can have on people and the landscape.</p>	<p>Explore how the Earth's surface is split up into tectonic plates and the resulting earthquakes that occur when they move.</p>	<p>Find out how tsunamis are caused by earthquakes under the sea floor, focusing on the effects that tsunamis can have on an environment.</p>	<p>Identify the differences between a volcano and a mountain.</p> <p>Discover how volcanoes are formed and what happens when one erupts.</p>	<p>To identify the key features of volcanoes</p> <p>To research a volcano of their choice</p> <p>To be able to present geographical information</p>	<p>To identify the key features of volcanoes</p> <p>To research a volcano of their choice</p> <p>To be able to present geographical information</p>
<p>History</p>	<p>Taught in Spring 1</p>						
<p>Spanish</p>	<p>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials</p> <p>Situational vocabulary – tour of the school or the classroom</p>	<p>To write words and phrases from memory</p> <p>Colours of the rainbow</p>	<p>To describe people, places, things and actions orally and in writing</p> <p>Describe objects according to colour and position</p>	<p>To be able to say and write the seasons of the year</p> <p>To be able to describe the seasons using colour</p>	<p>To understand the importance of the Easter celebration in Spain</p>	<p>To be able to identify and describe some Spanish Easter celebrations</p>	
<p>RE</p> <p>Christianity</p> <p><i>How significant is it for Christians to believe that God intended Jesus to die?</i></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> use examples of someone with a strong sense of purpose for their life and reason about this begin to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of Holy Week express opinions about Jesus' crucifixion being his destiny or purpose <p><i>Discovery RE Scheme</i></p>	<p>To question whether God always intended to Jesus to be crucified or whether Jesus' crucifixion was the consequences of the events of Holy week</p> <p>(Engagement)</p>	<p>To use examples of someone with a strong sense of purpose for their life and reason about this</p> <p>(Investigation)</p>	<p>To use examples of someone with a strong sense of purpose for their life and reason about this</p> <p>(Investigation)</p>	<p>To begin to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of Holy Week</p> <p>(Investigation)</p>	<p>To begin to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of Holy Week</p> <p>(Evaluation)</p>	<p>To express opinions about Jesus' crucifixion being his destiny or purpose</p> <p>(Expression)</p>	
<p>Games</p> <p>Multi-Skills</p> <p><i>Power of PE</i></p> <p>By the end of the unit pupils will be able to</p> <ul style="list-style-type: none"> Follow direct instructions and participate in the activity Use their knowledge of the teaching points to help their peers Develop their co-ordinations 	<p>To develop agility</p> <p>To develop co-ordination</p>	<p>To develop agility</p> <p>To develop co-ordination</p>	<p>To develop agility</p> <p>To develop co-ordination</p>	<p>To develop agility</p> <p>To develop co-ordination</p>	<p>To develop agility</p> <p>To develop co-ordination</p>	<p>To develop agility</p> <p>To develop co-ordination</p>	
<p>PE</p> <p>Swimming</p> <p><i>Power of PE</i></p> <p>By the end of the unit pupils will be able to</p> <ul style="list-style-type: none"> 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 	<p>Individual swimming lessons will follow the Swim England programme</p>						

Term: Spring 2 2021