

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science</p> <p><b>Living things and their habitats</b></p>	To find out about the work of naturalists and animals behaviourists	<p>To describe the difference in the life cycles of a mammal, amphibian, an insect and a bird</p> <p>To describe life processes of reproduction in some plants and animals</p> <p>In the context of scientific discovery describe the differences in the life cycles of mammals, amphibians, insect and bird</p>	To describe the difference in the life cycles of a mammal, amphibian, an insect and a bird	To describe the difference in the life cycles of a mammal, amphibian, an insect and a bird	To describe the difference in the life cycles of a mammal, amphibian, an insect and a bird	To describe the difference in the life cycles of a mammal, amphibian, an insect and a bird	To describe the difference in the life cycles of a mammal, amphibian, an insect and a bird
<p>Computing</p> <p>Control Systems</p> <p>By the end of the unit pupils will be able to: design, write and debug programs that accomplish specific goals. use sequence, selection and repetition in programs; work with variables and various forms of input and output. use logical reasoning to explain how some simple algorithms work.</p>	To review coding vocabulary and create a program using a design.	To organise my coding using the TABs tool.	To design and write a program that simulates a physical system.	To review number variables and explore text variables.	To create a playable game using coding skills learnt to date.	To create a playable game using coding skills learnt to date.	
<p>Music</p> <p>Charanga Scheme</p> <p><b>Dancing in the street</b></p> <p>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>To be able to listen and appraise Dancing in the street</p> <p>To be able to learn the song</p>	<p>To be able to recognise the style indicators for Motown</p> <p>To be able to learn the song</p> <p>To be able to improvise</p>	<p>To be able to recognise the style indicators for Motown</p> <p>To be able to learn the song</p> <p>To be able to improvise</p>	<p>To be able to recognise the style indicators for Motown</p> <p>To be able to learn the song</p> <p>To be able to improvise</p>	<p>To be able to perform collaboratively</p> <p>To be able to evaluate their performance</p> <p>To be able to arrange compositions</p>	<p>To be able to perform collaboratively</p> <p>To be able to evaluate their performance</p> <p>To be able to arrange compositions</p>	
<p>PHSE</p> <p><b>Jigsaw Scheme – Relationships</b></p> <p>By the end of the unit pupils will be able to: compare different types of friendships and the feelings associated with them. To also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this. apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.</p>	<p>To have an accurate picture of who they are as a person in terms of their characteristics and personal qualities</p> <p>To know how to keep building their own self esteem</p>	<p>To understand that belonging to an online community can have positive and negative consequences</p> <p>To recognise when an online community feels unsafe or uncomfortable</p>	<p>To understand that are rights and responsibilities in an online community or social network</p> <p>To recognise when an online community is unhelpful or unsafe</p>	<p>To know there are rights and responsibilities when playing a game</p> <p>To recognise when an online game is becoming unhelpful or unsafe</p>	<p>To recognise when they are spending too much time using devices</p> <p>To identify things they can do to reduce screen time, so their health isn't affected</p>	<p>To explain how to stay safe when using technology to communicate with their friends</p> <p>To recognise and resist pressures to use technology in ways that may be risky or may cause harm to themselves or others</p>	
<p>Design Technology</p> <p>ART &amp; Design</p> <p><b>A sense of place</b></p> <p>By the end of the unit pupils will - to create sketch books to record their observations - use sketchbooks to review and revisit ideas - to improve their mastery of art and design techniques, including drawing with a range of materials</p>	Taught in Summer 2						
	To collect visual information to help develop ideas about the environment	To compare ideas, approaches and methods in the work of a variety of artists	To look at how artists us perspective and investigate ways of creating images accurately	To be able to use ideas gathered to inform a piece of artwork	To be able to create a piece of a landscape art based on a previous design	To be able to evaluate a finished piece of artwork and describe what they think and feel about it	

Great Kingshill CE Combined School  
Long Term Planning

Year Group: 5

Topic: Extreme Earth - Mountains

<p>- to improve their mastery of art and design techniques, including painting with a range of materials - about great artists in history <i>Plan Bee Scheme</i></p>							
<p><b>Geography</b> By the end of the unit pupils will be able to: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>To discover what mountains are and identify where the worlds major mountain ranges are</p>	<p>To be able to learn the names of some famous mountains  To be able to identify key facts about these mountains  To be able to identify climate and geographical features</p>	<p>To be able to investigate why mountains have their own climate  To be able to use geographical data to explore particular features of mountains</p>	<p>To investigate what makes mountains popular tourist destinations  To investigate the impact of tourism on mountain ranges and villages and towns surrounding mountains</p>	<p>To be able evaluate the positive and negative of impact of tourism on mountain communities</p>	<p>To be able to compare the Italian Alps and the Canadian Rockies  To be able to identify key human and physical geographical features and characteristics</p>	<p>To be able to research a mountain range of their choice  To be able to collate and present geographical information in a clear and concise way</p>
<p><b>History</b></p>	<p>Taught in summer 2</p>						
<p><b>Spanish</b> By the end of unit pupils will be able to: Broaden their vocabulary Speak with intonation and expression Ask and answer simple questions Write simple words and phrases</p>	<p>To be able to name body parts</p>	<p>To be able to say the name of animals  To be able to write the names of animals</p>	<p>To be able to describe animals using knowledge of colour</p>	<p>To be able to name a variety of food  To be able to communicate basic needs – thirst / hunger</p>	<p>To be able to ask someone about food  To be able to describe food</p>	<p>To be able to recap on all taught vocab  To be able to order food and respond to requests</p>	
<p><b>RE</b> <b>Hinduism</b> <i>Do beliefs in Karma, Samsara and Moksha help Hindu's to lead good lives?</i> By the end of the unit pupils will be able to : express own views about life after death compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers lives express own views about Hindu beliefs and whether they make sense or not <i>Discovery RE Scheme</i></p>	<p>To understand the impact of certain beliefs on a Hindu's life  (Engagement)</p>	<p>To compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers lives  (Investigation)</p>	<p>To compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers lives  (Investigation)</p>	<p>To compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers lives  (Investigation)</p>	<p>To express own views about Hindu beliefs and whether they make sense or not  (Evaluation)</p>	<p>To express own views about life after death  (Expression)</p>	
<p><b>PE</b> <b>Orienteering</b> <i>Power of PE</i> By the end of the unit pupils will be able to describe what a 'key' is on a map &amp; list the points on the compass read a map and place their thumb in the correct place with guidance follow a map in an unknow location Use clues to navigate a route Change my plan if they get new information</p>	<p>To be able to use a key to help them find they are on a map To be able to move their thumbs and map to display where they are and which way they are facing.</p>	<p>To be able to use a key to help them find they are on a map To be able to move their thumbs and map to display where they are and which way they are facing.</p>	<p>To be able to use a key to help them find they are on a map To be able to move their thumbs and map to display where they are and which way they are facing.</p>	<p>To be able to use a key to help them find they are on a map To be able to move their thumbs and map to display where they are and which way they are facing. To be able to read a map To be able to follow clues</p>	<p>To be able to use a key to help them find they are on a map To be able to move their thumbs and map to display where they are and which way they are facing. To be able to follow a map in an unknown location</p>	<p>To be able to use a key to help them find they are on a map To be able to move their thumbs and map to display where they are and which way they are facing.</p>	
<p><b>Games</b> <b>Tennis</b> <i>Power of PE</i> By the end of the unit pupils will be able to Use forehand and backhand with a racquet use a range of techniques create my own success criteria for evaluating explain why they have used specific skills or techniques</p>	<p>To be able to develop ability to grip a racket correctly To be able to control movement of a ball with a racket</p>	<p>To be able to develop ability to grip a racket correctly To be able to control movement of a ball with a racket</p>	<p>To be able to develop ability to grip a racket correctly To be able to control movement of a ball with a racket</p>	<p>To be able to use the racket to hit the ball using forehand</p>	<p>To be able to use the racket to hit the ball using backhand</p>	<p>To be able to maintain a rally To be able to evaluate their own skills</p>	