

Great Kingshill CE Combined School
Long Term Planning

Year Group: 5

Topic: Victorians

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science</p> <p>Animals Including Humans</p>	To describe the changes as humans develop to old age	To describe the changes as humans develop to old age To report and present findings from enquiries, including conclusions To record data and results of increasing complexity	To describe the changes as humans develop to old age	To describe the changes as humans develop to old age	To describe the changes as humans develop to old age To report and present findings from enquiries, including conclusions To record data and results of increasing complexity	To describe the changes as humans develop to old age To report and present findings from enquiries, including conclusions To record data and results of increasing complexity	
<p>Computing</p> <p>Technology in our lives</p> <p>By the end of the unit pupils will be able to: Identify different parts of the computer. Select appropriate tools for communicating Use search engines effectively and appropriately Understand layouts of websites</p>	Identify different parts of computing devices. Identify different parts of the Internet.	Choose appropriate tools for communication and collaboration and use them responsibly.	Use effective strategies to search with appropriate search engines.	Use effective strategies to search with appropriate search engines.	Talk about the different elements on web pages.	Find out who the information presented on a webpage belongs to.	
<p>Music</p> <p>Charanga Scheme</p> <p>Reflect, Rewind, Replay</p> <p>By the end of the unit pupils will be able to: This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>	To listen and Appraise Classical music To continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing	To play instruments within the song Improvisation To use voices and instruments	Composition To share and perform the learning that has taken place	To listen and Appraise Classical music To continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing	To play instruments within the song Improvisation To use voices and instruments	Composition To share and perform the learning that has taken place	
<p>PHSE</p> <p>Jigsaw Scheme – Changing Me</p> <p>By the end of the unit pupils will be able to: explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. To also summarise the process of conception. give a detailed account of the changes that occur in girls’ and boys’ bodies during puberty and any associated emotional changes. To relate these changes to the conception process. express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends. consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.</p>	To be aware of their own self image and how their body image fits into that To know how to develop their own self esteem	To explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally To understand puberty is a natural process that happens to everybody and that it will be ok.	To describe how boys’ and girls’ bodies change during puberty To express how they feel about the changes that will happen to them during puberty	To understand that sexual intercourse can lead to conception and that is how babies are usually made. To understand that sometimes people need IVF to help them have a baby. To appreciate how amazing it is that human bodies can reproduce in these ways	To identify what they are looking forward to about becoming a teenager and understand this brings growing responsibilities To be confident that they can cope with the changes that growing up will bring	To identify what they are looking forward to when moving to their next class To think about children they will make next year and know to go about this	
<p>ART & Design</p> <p>Plan Bee Scheme</p>	Taught in Summer 1						
<p>Design Technology</p> <p>Great British Dishes</p> <p>Plan Bee Scheme</p> <p>By the end of the unit pupils will be able to: - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	To learn about and make some national English savoury dishes	To know about and make some traditional English sweet dishes	To learn about and make some national Scottish dishes	To learn about and make some national Welsh dishes	To learn about the influences of and similarities between cuisines from other countries	To know how to plan and shop for a meal	
<p>Geography</p>	Taught in Summer 1						
<p>History</p> <p>By the end of the unit pupils will be able to: Understand about a period of history beyond 1066 Use a range of primary and secondary sources of information Analyse facts about the past</p>	To place the Victorians on a timeline and consider what life was like for children in this period. To know and understand about a period of history beyond 1066	To find out what life was like for poor children in Victorian Britain	To understand some of the changes that took place for poor children in the 19th century.	To be able to compare modern and Victorian schooling To use a wide range of evidence find out about the past	To investigate how Victorian children spent their leisure time. To use a range of primary and secondary sources	To understand the industrial revolution To learn about Isambard Kingdom Brunel	To be able to recall information about the life of Victorian Children To find an analyse information / facts about the past

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<p>Spanish</p> <p>By the end of the unit pupils will be able to:</p> <p>Describe where they live Ask questions about where they live Hold basic conversations in Spanish</p>	<p>To be able to use geographical language – sea, beach, coast etc</p>	<p>To be able to say and describe different types of transport</p>	<p>To be able to describe where they live</p> <p>To be able to ask people about where they live</p>	<p>Festival history – To be able to understand the festival of fire</p>	<p>To be able to describe the festival of fire</p>	<p>Recap on all knowledge learnt</p> <p>To be able to hold simple conversations</p>	
<p>RE</p> <p>Christianity</p> <p><i>What is the best way for Christians to show commitment to God?</i></p> <p>By the end of the unit pupils will be able:</p> <p>To express an understanding of how people show commitment To describe how different practices enable Christians to show their commitment to God To understand that some will be more significant than others To explain why I think some ways of showing commitment to God would be better than others Christians</p> <p><i>Discovery RE Scheme</i></p>	<p>To understand how Christians show their commitment to God</p> <p>(Engagement)</p>	<p>To describe how different practices enable Christians to show their commitment to God</p> <p>To understand that some will be more significant than others</p> <p>(Investigation)</p>	<p>To describe how different practices enable Christians to show their commitment to God</p> <p>To understand that some will be more significant than others</p> <p>(Investigation)</p>	<p>To describe how different practices enable Christians to show their commitment to God</p> <p>To understand that some will be more significant than others</p> <p>(Investigation)</p>	<p>To explain why I think some ways of showing commitment to God would be better than others Christians</p> <p>(Evaluation)</p>	<p>To express an understanding of how people show commitment</p> <p>(Expression)</p>	
<p>Games</p> <p>Rounders</p> <p><i>Power of PE</i></p> <p>By the end of the unit pupils will be able to</p> <p>field strike the ball effectively throw the ball effectively work as part of a team</p>	<p>To develop co-ordination and ability to field and strike effectively</p> <p>To be able to develop pupils understand of the rules of the game of rounders</p>	<p>To develop co-ordination and ability to field and strike effectively</p> <p>To be able to develop pupils understand of the rules of the game of rounders</p>	<p>To develop co-ordination and ability to field and strike effectively</p> <p>To be able to develop pupils understand of the rules of the game of rounders</p>	<p>To develop co-ordination and ability to field and strike effectively</p> <p>To be able to work effectively as a team</p>	<p>To develop co-ordination and ability to field and strike effectively</p> <p>To be able to work effectively as a team</p>	<p>To develop co-ordination and ability to field and strike effectively</p>	
<p>PE</p> <p>Athletics</p> <p><i>Power of PE</i></p> <p>By the end of the unit pupils will be able to</p> <p>Control when taking off and landing in a jump Throw with accuracy Follow specific rules</p>	<p>To be able to develop ability to jump as far as they can</p> <p>To develop knowledge of how the use their body to maximise performance</p>	<p>To develop ability to hurdle effectively</p> <p>To develop knowledge of how the use their body to maximise performance</p>	<p>To develop ability to triple jump effectively</p> <p>To develop knowledge of how the use their body to maximise performance</p>	<p>To be able to develop ability to throw the Javelin effectively</p> <p>To develop knowledge of how the use their body to maximise performance</p>	<p>To be able to develop ability to run the 400m effectively</p> <p>To develop knowledge of how the use their body to maximise performance</p>	<p>To develop the ability to “putt” the shot effectively</p> <p>To develop knowledge of how the use their body to maximise performance</p>	