

Great Kingshill CE Combined School
Long Term Planning

Year Group: 5

Topic: Anglo-Saxons and Vikings

| Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|--|--|---|--|---|---|---|--------|
| <p>Science Kapow Scheme Forces and Space: Earth and Space</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> describe the geocentric and heliocentric models. name and describe the shape of celestial bodies. describe the orbits of celestial bodies in the Solar System and name the force that keeps them in their orbits. describe the orbit of the Moon around the Earth and its phases. explain how day and night occur. explain how the seasons occur. explain how a sundial works. list some of the uses of satellites and explain why space junk poses a problem to them. | <p>Knowledge To compare the contributions of Ptolemy, Alhazen and Copernicus to models of the Solar System.</p> <p>Working scientifically To pose testable questions about the Solar System.</p> | <p>Knowledge To describe the movement and shapes of the celestial bodies in our Solar System.</p> <p>Working scientifically To develop a model to represent the Solar System.</p> | <p>Knowledge To describe the movement of the Moon relative to the Earth.</p> <p>Working scientifically To design and draw a table.</p> | <p>Knowledge To explain the causes of day and night and the seasons.</p> <p>Working scientifically To draw a diagram to explain day and night.</p> | <p>Knowledge To devise a sundial to tell the time.</p> <p>Working scientifically To calibrate and use a sundial to measure time.</p> | <p>Science in action To describe some uses of satellites and the problems posed by space junk.</p> <p>Working scientifically To use temperature data to make predictions about climate change.</p> | |
| <p>Computing Computer Science & Digital Literacy</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts 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 and to detect and correct errors in algorithms and programs. | <p>To understand consent in a digital world.</p> <p>To review knowledge and confidence with coding.</p> | <p>To review coding vocabulary and create a program using a design.</p> <p>To organise my coding using the TABs tool.</p> | <p>To know what decomposition and abstraction are in Computer Science.</p> <p>To take a real-life situation, decompose it and think about the level of abstraction.</p> <p>To use decomposition to make a plan of a real-life situation. To understand how to use friction in code.</p> <p>To begin to understand what a function is and how functions work in code.</p> | <p>To understand what the different variable types are and how they are used differently.</p> <p>To understand how to create a string.</p> <p>To create a playable game using coding skills learnt to date.</p> | <p>To create a playable game using coding skills learnt to date.</p> <p>To ensure code works and is playable and interactive</p> <p>To use coding tabs</p> <p>To have instructions on how to play</p> <p>To use score/timer or both.</p> | <p>To create a program involving simple game functions. [Scratch]</p> <p>To investigate a different block coding platform. [Scratch]</p> | |
| <p>Music Charanga scheme Make You Feel My Love</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to. play a recorder in time to a piece of music. | <p>To appraise a ballad and identify key features such as texture, dynamics, and emotion.</p> | <p>To sing with control and expression, demonstrating accurate pitch, phrasing, and dynamics.</p> | <p>To play melodies on the recorder accurately from notation, using correct fingering and breath control.</p> | <p>To play melodies on the recorder accurately from notation, using correct fingering and breath control.</p> | <p>To compose a short melody for the recorder, organising ideas with attention to phrasing and structure.</p> | <p>To perform a piece on the recorder with expression and control, and evaluate using appropriate musical vocabulary.</p> | |
| <p>PSHE <i>Jigsaw Scheme</i> Dreams and Goals</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> 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>To explain why they need money to help them achieve some of their dreams and goals</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>To suggest ways to achieve their dreams and goals – Compass</p> <p>To be able to explain what motivates them to help others</p> | |
| <p>ART & Design Scandinavia</p> <p>By the end of this unit, children will:</p> <ul style="list-style-type: none"> improve their mastery of art and design techniques, including drawing with a range of materials | <p>To use pastel and charcoal to create a representation of the Northern Lights</p> | | | | | | |

Term: Spring 1

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| <p>Year Group: 5</p> <p>Design Technology <i>Plan Bee Scheme</i> Exploring Space</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | | To create an origami star. | To create an artistic portrayal / model of a planet. | To design, make and evaluate a sundial. | To design, make and evaluate a sundial. | To design, make and evaluate a sundial. |
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| <p>Geography <i>Plan Bee Scheme</i> Scandinavia</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country describe and understand key aspects of human and physical geography use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | <p>To locate the world's countries, using maps to focus on Europe</p> <p>To locate Scandinavia's countries and major cities on a world map</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of Europe</p> <p>To explore the climate and weather of Scandinavia</p> <p>To compare a region in the UK with a region in Europe with significant similarities and difference</p> <p>To compare and contrast an area in the UK with an Areas in Scandinavia</p> | <p>To use maps atlases, globes and digital maps to locate countries and describe features</p> <p>To explore the physical features of Scandinavia</p> <p>To be able to compare a region in the UK with a region in Europe with significant similarities and difference</p> <p>To compare and contrast an area in the UK with an Areas in Scandinavia</p> <p>To describe and understand key aspects of human geography including types of settlement and land use, economic activity</p> <p>To plan a tourist visit to Scandinavian destination</p> | n/a | n/a | n/a | n/a |
| <p>History The Anglo-Saxons and Vikings</p> <p>Enquiry: What impact did settlers and invaders have on Britain from 410 to 1066?</p> <p>Concept: Cause and Consequence</p> <p>By the end of the unit, children will be able to:</p> <ul style="list-style-type: none"> explain Britain's settlement by Anglo-Saxons and Scots describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor develop a chronologically secure knowledge and understanding of British, local and world history establish clear narratives within and across the periods they study note connections, contrasts and trends over time and develop the appropriate use of historical terms. address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. construct informed responses that involve thoughtful selection and organisation of relevant historical information. | To understand who the Anglo-Saxons were, where they came from and why they invaded and settled in Britain. | To understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings. | To describe a typical Anglo-Saxon village and explain what jobs people did. | To explore the importance of the Sutton Hoo discovery and explain what the artefacts found teach us about Anglo-Saxon culture (1 of 2) | To explore the importance of the Sutton Hoo discovery and explain what the artefacts found teach us about Anglo-Saxon culture (1 of 2) | Anglo-Saxon and Viking Day |

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| <ul style="list-style-type: none"> understand how our knowledge of the past is constructed from a range of sources. | | | | | | | |
| <p>MFL Language Angels Dans Ma Ville</p> <p>By the end of this unit: pupils will learn the vocabulary for 7 key places in a town. Pupils will have the opportunity to also learn a key phrase for each location in the foreign language. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p> | <p>To introduce the unit 'Dans ma ville'. In this lesson pupils will learn how to name two places from the town (with accurate pronunciation) with the correct indefinite article/determiner in French.</p> | <p>To consolidate the two places from the town from the previous lesson and will learn how to name (with accurate pronunciation) one more place from the town in French with the correct indefinite article/determiner.</p> | <p>To consolidate the three places from the town learnt so far and will learn how to name (with accurate pronunciation) one more place from the town in French with the correct indefinite article/determiner.</p> | <p>To consolidate the four places from the town learnt so far and will learn how to name (with accurate pronunciation) one more place from the town in French with the correct indefinite article/determiner.</p> | <p>To consolidate the five places from the town learnt so far and will learn how to name (with accurate pronunciation) one more place from the town in French with the correct indefinite article/determiner.</p> | <p>To consolidate the six places from the town learnt so far and will learn how to name (with accurate pronunciation) one more place from the town in French with the correct indefinite article/determiner.</p> | |
| <p>RE Sikhism <i>Jigsaw RE</i></p> <p>Key question: How are sacred teachings and stories interpreted by Sikhs today?</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> 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 to non-Sikhs | <p>To give an example of a story that teaches me how to behave towards other people</p> | <p>To describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important</p> | <p>To recognise that stories can be an important way of expressing belief and meaning</p> | <p>To consider how the teachings and example of one of the Gurus changed women's rights in Sikhi</p> | <p>To explain how some stories can teach people about what is important and how to behave</p> <p>To recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story</p> <p>To explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs</p> | <p>To give my opinion as to why stories may be important to people today</p> | |
| <p>Games PE Passport Football</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> play competitive games develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success | <p>To anticipate that the ball might come to me at any moment.</p> <p>To demonstrate skill and close control</p> <p>To develop teamwork skills whilst working with others.</p> | <p>To know how to get free from a defender</p> <p>To combine skills to allow my team to retain possession</p> <p>To explore honesty and its importance within PE and beyond</p> | <p>To defend, how to make it harder for the attacker</p> <p>To identify which shooting technique to use for success in different situations</p> <p>To explore inclusion and what it looks like in PE and beyond.</p> | <p>To know how to work together as a team and where other players are</p> <p>To communicate well with my teammates</p> <p>To develop teamwork skills whilst working with others</p> | <p>To understand the importance of concentration and discipline when defending</p> <p>To combine skills to create a goal-scoring opportunity</p> <p>To explore honesty and its importance within PE and beyond.</p> | <p>To show confidence in the rules of the game</p> <p>To cooperate, communicate and collaborate with others to achieve shared goals</p> <p>To explore inclusion and what it looks like in PE and beyond.</p> | |
| <p>Games PE Passport Team Building and Problem Solving</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> communicate, collaborate and compete with each other. compare their performances with previous ones and demonstrate improvement to achieve their personal best | <p>To make a plan</p> <p>To communicate verbally</p> <p>To consider a range of ways to effectively communicate non-verbally.</p> | <p>To respect the opinions of my teammates</p> <p>To listen to other's ideas and share my own</p> <p>To recognise the importance of working in a team – utilising others' ideas and physical presence</p> | <p>To evaluate as a team to see if we can improve in the future</p> <p>To make a plan</p> <p>To share ideas with others whilst also recognising that others' ideas can provide valuable opinions</p> | <p>To trust my teammates when working together</p> <p>To put my trust in others</p> <p>To consider a range of ways to effectively communicate non-verbally.</p> | <p>To consider what the team needs a plan before an activity begins</p> <p>To work with others to apply a plan</p> <p>To recognise the importance of working in a team – utilising others' ideas and physical presence.</p> | <p>To speak encouragingly to team mates</p> <p>To keep going when things are not necessarily going as I would want them to</p> <p>To share ideas with others whilst also recognising that others' ideas can provide valuable opinions.</p> | |
| <p>Forest School Spring</p> | <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> know the rules and routines of Forest School identify seasonal changes– Trees and plants in the local area, Weather learn a Viking Game – Kubb Championship understand the risks and safety instructions of fire – make popcorn safely | | | | | | |

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