

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 Living Things: Life Cycles and Reproduction</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> describe the life cycle of a plant, including the reproductive stage. describe the life cycle of a mammal. describe the life cycle of a bird and compare it with that of a mammal. describe the life cycle of an amphibian. describe the life cycle of an insect and compare it with that of an amphibian. describe asexual reproduction in plants. 	<p>Knowledge: To describe the life cycle of a plant, including the reproductive stage.</p> <p>Working scientifically: To observe and compare equivalent parts in different flowers.</p>	<p>Knowledge: To describe the life cycle of a mammal.</p> <p>Working scientifically: To research the life cycles of different mammals.</p>	<p>Knowledge: To describe the life cycle of a bird and compare it with that of a mammal.</p> <p>Working scientifically: To pose questions to compare the life cycles of different birds.</p>	<p>Knowledge: To describe the life cycle of an amphibian.</p> <p>Working scientifically: To suggest how temperature may affect egg hatching.</p>	<p>Knowledge: To describe the life cycle of an insect and compare it with that of an amphibian.</p> <p>Working scientifically: To use data to describe a relationship and make predictions.</p>	<p>Knowledge: To describe sexual reproduction in plants.</p> <p>Working scientifically: To represent root growth over time on a line graph.</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.</p> <p>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 The Fresh Prince of Bel-Air</p> <p>By the end of the unit pupils 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, to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to perform a rap in time to a piece of music 	<p>To appraise a hip-hop/rap song and identify features and structure.</p>	<p>To learn rap lyrics with clear diction, accurate rhythm, and a strong sense of pulse.</p>	<p>To learn and perform rap lyrics with clear diction, accurate rhythm, and a strong sense of pulse.</p>	<p>To compose a short rap using rhythm patterns and structured lyrics.</p>	<p>To develop a short rap composition considering rhythm patterns and structured lyrics.</p>	<p>To perform an original rap confidently as part of a group and evaluate using appropriate musical vocabulary</p>	
<p>PSHE <i>Jigsaw Scheme</i> Healthy Me</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> 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. 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>To know the health risks of smoking and to explain how tobacco affects the lungs, liver and heart</p> <p>To make informed decisions about whether or not 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</p> <p>To understand how alcohol affects their liver and heart</p> <p>To make informed decisions about whether or not 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</p> <p>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</p> <p>To reflect on their own body image and know how important it is that this is positive</p> <p>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</p> <p>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</p> <p>To be motivated to keep themselves healthy and happy</p>	
<p>ART & Design Plan Bee scheme Viking Art</p>	<p>To explore Viking Art and identify its key characteristics and features</p>	<p>To draw Viking patterns</p>	<p>To create a piece of Viking animal artwork</p>	<p>To sketch a Viking dragon head accurately</p>	<p>To draw a portrait of a Viking warrior</p>		

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<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 improve their mastery of art and design techniques, including painting with a range of materials improve their mastery of art and design techniques, including sculpture with a range of materials 							
<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. understand how our knowledge of the past is constructed from a range of sources. 	<p>To consider who the Vikings were, where they came from and why they invaded and settled in Britain.</p>	<p>To explore roles and rankings in Viking society</p>	<p>To consider why the Anglo-Saxon King, Alfred, is remembered as "Alfred the Great"</p>	<p>To explore Viking beliefs and practices linked to these.</p>	<p>To explore how Britain became a united country and Anglo-Saxon and Viking rule came to an end.</p>	<p>To reflect on my learning from this unit.</p>	
<p>MFL Language Angels Je Me Presente</p> <p>By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. They will focus on asking questions as well as providing accurate replies. They will manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</p>	<p>To revise basic greetings and will learn how to ask and answer the question 'how are you?' in French</p>	<p>To consolidate learning and learn how to ask and answer the question 'what is your name?' in French.</p>	<p>To consolidate numbers 1-10 and will progress to learning numbers 11-20 in French.</p>	<p>To consolidate knowledge of numbers 1-20 in the foreign language and apply this knowledge to be able to say how old they are.</p>	<p>To ask and answer the question 'where do you live?' in French and explore simple adjectival agreement.</p>	<p>To revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	
<p>RE Jigsaw RE Christianity</p> <p>Key question: How significant is it for Christians to believe that God intended Jesus to die?</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> explain my own definitions of purpose and destiny start to explain whether the evidence shows that God intended Jesus to be crucified and rise again, or whether the crucifixion was the consequence of the events of Holy Week start to express an opinion on whether Jesus' crucifixion was his destiny or purpose 	<p>To understand how some people believe in destiny and how others might believe in having free will to make their own choices</p>	<p>To begin to consider whether the crucifixion was a consequence of the events of Holy Week</p>	<p>To begin to consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God's plan (Last Supper to praying in the garden)</p>	<p>To consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God's plan (The trials, Peter's denial, crucifixion, burial and resurrection)</p>	<p>To explain my own definitions of purpose and destiny</p> <p>To start to explain whether the evidence shows that God intended Jesus to be crucified and rise again, or whether the crucifixion was the consequence of the events of Holy Week</p> <p>To start to express an opinion on whether Jesus' crucifixion was his destiny or purpose</p>	<p>To give an example of someone with a strong sense of purpose in their life and give my opinion on this</p>	
<p>PE PE Passport Netball</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> play competitive games 	<p>To signal for a pass</p> <p>To send a netball in a variety of ways</p>	<p>To disguise my passes</p> <p>To pass accurately and using a variety of passes</p>	<p>To know what the terms 'landing foot', 'pivot' and 'stepping' mean</p> <p>To land and pivot to pass the ball</p>	<p>To explore some attacking principles</p> <p>To use the shoulder pass accurately and with force</p>	<p>To explore what the different roles are within Bee Stinger netball</p> <p>To position myself to take rebounds from missed shots</p>	<p>To display the School Games values</p> <p>To apply some tactics we have decided on as a team</p>	

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<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 	<p>To understand the term respect and what it looks like in PE and beyond</p>	<p>To understand the importance of fair play in PE and sport.</p>	<p>To explore equality and what it means for PE</p>	<p>To develop teamwork skills whilst working with others</p>	<p>To explore honesty and its importance within PE and beyond</p>	<p>To explore inclusion and what it looks like in PE and beyond.</p>	
<p>PE PE Passport Hockey</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> play competitive games apply basic principles suitable for attacking and defending. 	<p>To know that I can't lift the stick higher than my waist.</p> <p>To hold the stick correctly.</p> <p>To develop teamwork skills whilst working with others.</p>	<p>To use the flat side of the stick only.</p> <p>To receive a ball by cushioning its impact.</p> <p>To explore the 'Indian Dribble' skill.</p>	<p>To know how and when to carry out a jab tackle.</p> <p>To send and receive under pressure.</p> <p>To explore the 'Jab Tackle' skill.</p>	<p>To know when to pass a ball and when to dribble.</p> <p>To work with a partner to get past a defender.</p> <p>To develop teamwork skills whilst working with others</p>	<p>To learn how to play in a formation.</p> <p>To consider how to make the most of a numerical advantage.</p> <p>To develop my skills in different positions.</p>	<p>To explore the rules of hockey and how to officiate a game.</p> <p>To respect the rules of the game and decisions of my peers.</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 						