

Great Kingshill CE Combined School
Long Term Planning

Year Group: 5

Topic: Extreme Earth

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Kapow Scheme Forces and Space: Unbalanced Forces</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> describe gravity and its effects. describe the relationship between mass and gravity. describe air resistance and its effects. describe friction and its effects. describe water resistance and its effects. describe the relationship between surface area and air and water resistance. explain how to make an object aerodynamic or streamlined. describe the effects of levers, pulleys and simple machines on movement. 	<p>Knowledge: To describe gravity and its effects.</p> <p>Working scientifically: To analyse data to write a conclusion.</p>	<p>Knowledge: To describe air resistance and its effects.</p> <p>Working scientifically: To plan a fair test to investigate air resistance.</p>	<p>Knowledge: To describe water resistance and its effects.</p> <p>Working scientifically: To design a results table.</p>	<p>Knowledge: To describe friction and its effects.</p> <p>Working scientifically: To evaluate a method.</p>	<p>Knowledge: To describe the effects of levers, pulleys and simple machines on movement.</p> <p>Working scientifically: To draw and label a diagram.</p>	<p>Knowledge: To describe the relationship between lever length and effort.</p> <p>Working scientifically: To draw an accurate line graph.</p>	
<p>Computing Computer Science, Digital Literacy & Information Technology</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> use software to create a range of content that accomplish given goals, including presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; 	<p>To organise my film making group, decide on e-safety topic and brainstorm ideas on how to get message across.</p> <p>To create a storyboard and script for my e-safety film.</p>	<p>To record my e-safety film.</p>	<p>To edit my e-safety film.</p>	<p>To add a title and credits to my e-safety film.</p> <p>To finalise and present my video project.</p>	<p>To review knowledge of an alternative block-based coding platform.</p> <p>To plan and design a program involving game functions.</p>	<p>To create a program involving game functions.</p>	
<p>Music Charanga Scheme Dancing in the Street</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, keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to. 	<p>To appraise Motown music and identify its features and instrumentation.</p>	<p>To sing with accuracy and expression, maintaining harmony parts and a strong sense of pulse.</p>	<p>To play melodic patterns accurately from notation on tuned percussion (glockenspiel)</p>	<p>To improvise rhythmic or melodic ideas on tuned percussion within a given structure, maintaining pulse and style.</p>	<p>To compose a short piece using melody, rhythm, and structure inspired by Motown style.</p>	<p>To perform confidently and evaluate performances using musical vocabulary.</p>	
<p>PSHE <i>Jigsaw Scheme</i> Relationships</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> 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>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 Great British Dishes <i>Plan Bee Scheme</i></p> <p>By the end of the unit pupils will be able to:</p>	<p>To learn about the influences of and similarities between cuisines from other countries.</p>	<p>To learn about and make some national English savoury dishes - PLOUGHMAN'S</p>	<p>To know about and make some traditional English sweet dishes - ETON MESS</p>	<p>To learn about and make some national Scottish dishes - SHORTBREAD</p>	<p>To learn about and make some national Welsh dishes – MINCED BEEF PIE</p>	<p>To know how to plan and shop for a meal.</p>	

Term: Summer 1

Great Kingshill CE Combined School
Long Term Planning

Year Group: 5

Topic: Extreme Earth

<ul style="list-style-type: none"> 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 		TASTING – breads, cheeses and pickles.					
<p>Geography Extreme Earth</p> <p>Enquiry: How do natural events shape our planet and what impact do they have on people’s lives?</p> <p>Concept: Human and Physical geography</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> 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 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 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 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<p>To identify the hottest, wettest, coldest and driest places on Earth</p> <p>To recap learning on the water cycle and how it impacts weather and climate in different parts of the world</p>	To investigate different types of extreme weather and their effects on people and environment	To explore how the Earth’s surface is split up into tectonic plates and how earthquakes occur when they move.	To identify what tsunamis are, how they are formed, and the impact they can have on an environment.	<p>To investigate the structure of a volcano, how they are formed and what happens when they erupt.</p> <p>To locate volcanoes around the world.</p>	To explore the impact volcanoes have had on the landscape of the UK.	
<p>MFL Language Angels En Classe</p> <p>By the end of this unit: pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.</p>	To start the unit and introduce the nouns and articles/determiners for six common classroom objects.	To learn a further five classroom object nouns with their indefinite articles/determiners (one in plural form).	To learn the question ‘Qu’est-ce qu’il y a dans ta trousse ?’ and have the knowledge and skills in French to formulate an answer.	To introduce the possessive adjectives ‘mon’, ‘ma’ and ‘mes’ in French.	To learn how to use the negative structure ‘Je n’ai pas de...’ (I do not have) in French	To revise all language covered so far.	
<p>RE <i>Jigsaw RE</i> Hinduism</p> <p>Key question: Do beliefs in Karma, Samsara and Moksha help Hindu’s to lead good lives?</p> <p>By the end of the unit pupils will be able to:</p>	To explain what consequences might come from actions I could take	To explain the Sanatani belief in Karma and Reincarnation and different types of Dharma	To explain how a belief in Karma could help Sanatanis live good lives	To explain how some Sanatanis choose to live a good life because of their beliefs	To express my views on life after death and start to explain how these views may make a difference to how I live my life	To create a (symbolic) piece of art reflecting how my beliefs may support me in leading a good life	

Term: Summer 1

Great Kingshill CE Combined School
Long Term Planning

Year Group: 5

Topic: Extreme Earth

<ul style="list-style-type: none"> express my views on life after death and start to explain how these views may make a difference to how I live my life explain some Sanatani beliefs about life after death express an opinion whether the Sanatani belief in reincarnation helps them lead good lives and explain why I think this 					<p>To explain some Sanatani beliefs about life after death</p> <p>To express an opinion whether the Sanatani belief in reincarnation helps them lead good lives and explain why I think this</p>		
<p>PE PE Passport Athletics</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> control when taking off and landing in a jump throw with accuracy follow specific rules 	<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>	
<p>PE PE Passport Yoga</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>To know what the rest position is</p> <p>To adopt the rest position and relaxation pose</p> <p>Consider a range of ways to effectively communicate non-verbally</p>	<p>To consider what wider benefits doing regular yoga provides</p> <p>To prepare my body for Yoga</p> <p>To recognise the importance of working in a team – utilising others’ ideas and physical presence</p>	<p>To consider what wider benefits doing regular yoga provides</p> <p>To prepare my body for yoga</p> <p>To share ideas with others whilst also recognising that others’ ideas can provide valuable opinions</p>	<p>To consider what benefits there are to me physically and mentally from the different poses</p> <p>To perform a relaxation sequence of meditation</p> <p>To consider a range of ways to effectively communicate non-verbally</p>	<p>To know how to make positive affirmations</p> <p>To recognise the importance of working in a team – utilising others’ ideas and physical presence</p>	<p>To consider the benefits of individual poses specifically to me and to others</p> <p>To perform a wide range of poses</p> <p>To share ideas with others whilst also recognising that others’ ideas can provide valuable opinions.</p>	
<p>Forest School Summer</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 identify and survey trees in our woodland – type, number, size – compare results to Autumn Term use a square lashing and bowsaw to create a stretcher or a ladder understand the risks and safety instructions of fire 						