

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 Animals and Humans: Human Timeline and Making Connections</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> order the stages in growth and development from birth to old age. describe physical and developmental changes from a baby through to old age. describe changes that occur in males and females during puberty. suggest ways to manage the changes that occur during puberty. recall what is meant by a gestation period. describe how gestation varies across animals and compare this to humans. recall key knowledge from previous units. apply knowledge in new contexts. 	<p>Knowledge: To describe how humans change from babies through to old age.</p> <p>Working scientifically: To use a line graph to identify patterns in height and predict values.</p>	<p>Knowledge: To identify changes in males and females as a result of puberty.</p>	<p>Knowledge: To explore the gestation periods of humans and other animals.</p> <p>Working scientifically: To plot data on a scatter graph.</p>	<p>Knowledge: To revise the units <i>Earth and space</i> and <i>Life cycles and reproduction</i>.</p> <p>Working scientifically: To plan a comparative test.</p>	<p>Knowledge: To revise the units <i>Unbalanced forces</i> and <i>Mixtures and separation</i>.</p> <p>Working scientifically: To gather and record data.</p>	<p>Knowledge: To revise the units <i>Separating mixtures</i> and <i>Unbalanced forces</i>.</p> <p>Working scientifically: To conclude and evaluate the investigation.</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 Reflect, Rewind, Replay</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> consolidate 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 identify instruments in music.</p>	<p>To listen and identify instruments in music; to keep a steady pulse while exploring and rehearsing musical ideas.</p>	<p>To listen and identify instruments in music; to create and develop simple rhythm and melody ideas to use in a composition.</p>	<p>To listen and identify instruments in music; to create and develop simple rhythm and melody ideas to use in a composition.</p>	<p>To listen and identify instruments in music; to build a piece of music over time by adding and improving musical sections.</p>	<p>To listen and identify instruments in music; to perform a composed piece of music and evaluate the choices made.</p>	
<p>PSHE <i>Jigsaw Scheme</i> Changing Me</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. 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, and 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</p>	<p>To explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>To understand puberty is a natural process that happens to everybody and that it will be ok.</p>	<p>To describe how boys' and girls' bodies change during puberty</p> <p>To express how they feel about the changes that will happen to them during puberty</p>	<p>To understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>To understand that sometimes people need IVF to help them have a baby.</p> <p>To appreciate how amazing it is that human bodies can reproduce in these ways</p>	<p>To identify what they are looking forward to about becoming a teenager and understand this brings growing responsibilities</p> <p>To be confident that they can cope with the changes that growing up will bring</p>	<p>To identify what they are looking forward to when moving to their next class</p> <p>To think about changes they will make next year and know to go about this</p>	
<p>Design Technology <i>Plan Bee Scheme</i> Fashion and Textiles - Bags</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of 	<p>To investigate and analyse items made using textiles, the materials used and how they are made</p>	<p>To explore some ways in which textiles are joined together</p>	<p>To design an item made using textiles, and draw pattern pieces</p>	<p>To use pattern pieces to measure, mark and cut fabric To sew design elements according to a design</p>	<p>To join fabric by hand sewing</p>	<p>To sew hems on an items made using textiles.</p> <p>To add design details</p>	

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<p>innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 							
<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 describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 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>To define what a mountain is and identify key features.</p> <p>To identify the differences between a volcano and a mountain and explore how mountains are formed.</p>	<p>To explore the tallest mountains in the UK and locate mountain ranges around the world.</p>	<p>To explore mountain environments, particularly weather, climate and altitudinal zones.</p>	<p>To investigate the impact of tourism on mountain regions.</p>	<p>To compare the human and physical geography of the Italian Alps and the Canadian Rockies</p>		
<p>MFL Language Angels Les Habitats</p> <p>By the end of this unit: pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats. Pupils will also learn the language necessary so they can detail the specific adaptations of each animal so it can thrive in its habitat.</p>	<p>To learn how to decode and break down unfamiliar language - learning to look out first for cognates (words that are similar in French and English).</p>	<p>To complete listening and reading activities to help decipher and decode meaning whilst looking and listening specifically for any key words seen and heard in lesson 1.</p>	<p>To learn in French which plants grow in specific habitats and why.</p> <p>To introduce the verb pousser - 'to grow'</p>	<p>To learn in French which animals live in specific habitats and why.</p> <p>To introduce to the verb habiter - 'to live'</p>	<p>To consolidate which animals and which plants live in a particular habitat and present in French.</p>	<p>To consolidate all the language covered in the unit by preparing a PowerPoint or oral presentation about an animal and / or plant in a particular habitat</p>	
<p>RE <i>Jigsaw RE</i> Christianity</p>	<p>To show an understanding of why people may show</p>	<p>To describe how different practices enable Christians to show their</p>	<p>To describe how different practices enable Christians to show their</p>	<p>To describe how different practices enable Christians to show their</p>	<p>To show an understanding of why people show</p>	<p>To show how people may show commitment in different ways to</p>	

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<p>Key question: <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 to:</p> <ul style="list-style-type: none"> show an understanding of why people show commitment in different ways describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others explain why I think some ways of showing commitment to God might be better than others for Christians 	<p>commitment in different ways to something they believe in</p>	<p>commitment to God (The 10 Commandments)</p>	<p>commitment to God ('Love your neighbour as yourself' and what that love might look like)</p>	<p>commitment to God (prayer and worship practices)</p>	<p>commitment in different ways</p>	<p>something they believe in</p>	
<p>Games PE Passport Rounders</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> play competitive games use running, jumping, throwing and catching in isolation and in combination Field and strike the ball effectively throw the ball effectively work as part of a team 	<p>To try and catch the ball in line with my nose</p> <p>To catch with soft hands</p> <p>To explore the behaviours of a leader in PE and beyond.</p>	<p>To have a high back lift when batting</p> <p>To bowl accurately at a consistent height</p> <p>To explore how leaders can motivate others in PE and beyond</p>	<p>To know how to motivate and support my teammate in the field</p> <p>Catch and throw quickly from backstop</p> <p>Understand the importance of reflection in order to improve as a leader in PE and beyond</p>	<p>To follow the rules when batting and running between bases</p> <p>To communicate with my fellow batters when between bases</p> <p>To explore the behaviours of a leader in PE and beyond</p>	<p>To know that fielders on 2nd, 3rd and 4thbase can start deep and then come onto their bases as necessary</p> <p>To throw with real accuracy and under pressure</p> <p>To explore how leaders can motivate others in PE and beyond</p>	<p>To know that I should adjust my position in the field for certain batters</p> <p>To adapt my game according to the direct opponent/situation</p> <p>To understand the importance of reflection in order to improve as a leader in PE and beyond.</p>	
<p>Games PE Passport Tennis</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> play competitive games use forehand and backhand with a racquet use a range of techniques create their own success criteria for evaluating explain why they have used specific skills or techniques 	<p>To know what the 'ready position' is</p> <p>To get into the 'ready position'</p> <p>To consider how positivity connects with resilience in PE and beyond</p>	<p>To have a big backswing from a sideways-on position</p> <p>To hit a forehand shot consistently</p> <p>To understand how making little improvements can lead to better performance in PE and beyond</p>	<p>To change my grip slightly to hit backhand shots</p> <p>To get into a good position and play backhand shots with some consistency</p> <p>To consider how learning from others can support learning in PE and beyond</p>	<p>To know how to deflect the ball when volleying</p> <p>To volley accurately on my forehand</p> <p>To consider how positivity connects with resilience in PE and beyond</p>	<p>To know how to link shots, e.g. serve and volley</p> <p>To serve a ball</p> <p>To understand how making little improvements can lead to better performance in PE and beyond</p>	<p>To know the rules of tennis</p> <p>To use some tactics against an opponent</p> <p>To consider how learning from others can support learning in PE and beyond.</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 						

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