

<p><u>History</u></p> <ul style="list-style-type: none"> <li>• Show that I understand the chronology of Britain’s settlement by the Anglo-Saxons and Scots.</li> <li>• Recognise and understand the importance of change in Britain after the Roman Empire.</li> <li>• Understand and explain the change in religious beliefs and practices of the early Anglo-Saxon people and make links to other historical periods.</li> <li>• Think about the differences and similarities between my life and that of the Anglo-Saxons.</li> <li>• Understand the conversion of Britain from paganism to Christianity.</li> <li>• Understand and analyse how our knowledge of the past is constructed from a range of different sources.</li> <li>• Use historically relevant terms to describe the Anglo-Saxons.</li> <li>• Discuss the significance of the Anglo-Saxons in developing modern Britain.</li> </ul>	<p style="text-align: center;">Year 5 Autumn Term Topic: Anglo-Saxons and Scots</p>  <p><u>PE</u></p> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of stroke effectively</li> <li>• Perform safe self-rescue in different water-based situations</li> </ul>	<p><u>Computing</u></p> <p><b>Programming and Coding</b></p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals</li> <li>• Use a variable to increase programming possibilities</li> <li>• Use ‘if’ and ‘then’ commands to select an action</li> <li>• Decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</li> <li>• Use logical reasoning to detect and debug mistakes in a program</li> <li>• Change an input to a program to achieve a different output.</li> </ul> <p><b>Handling Data</b></p> <ul style="list-style-type: none"> <li>• Choose an appropriate tool to help me collect data</li> <li>• Talk about mistakes in data and suggest how it could be checked</li> <li>• Present data in an appropriate way</li> </ul> <p><b>Multimedia</b></p> <ul style="list-style-type: none"> <li>• Select, use and combine the appropriate technology tools to create effects that will have an impact on others</li> </ul> <p><b>E-Safety</b></p> <ul style="list-style-type: none"> <li>• Know which resources on the Internet I can download and use</li> <li>• Explain why I need to protect my computer or device from harm</li> </ul>
<p><u>Geography</u></p> <ul style="list-style-type: none"> <li>• Locate the world’s countries, using maps to focus on Europe.</li> <li>• Identify the importance of the Anglo-Saxon’s influences on city names in England.</li> <li>• Understand geographical similarities and differences between Britain in the Anglo-Saxon period and Britain today.</li> <li>• Understand how settlement and land use influenced the Anglo-Saxons.</li> </ul>		
<p><u>Art &amp; Design</u></p> <ul style="list-style-type: none"> <li>• Create mood boards in art.</li> <li>• Describe how the art of the Anglo-Saxons contributed to the culture and can be used as a historical source.</li> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> </ul>		
<p><u>Design &amp; Technology</u></p> <ul style="list-style-type: none"> <li>• Use research to develop design criteria to inform annotated sketches, discussion and computer aided design to help communicate ideas for a model of an Anglo-Saxon house.</li> <li>• Choose from a wider range of materials giving reasons for my choices.</li> <li>• Apply my understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>		

<ul style="list-style-type: none"> <li>• Prepare and cook savoury dishes using a range of cooking techniques</li> </ul>		<p><u>RE</u> <b>Creation</b></p> <ul style="list-style-type: none"> <li>• Know that for a long time people have asked questions about Creation. <ul style="list-style-type: none"> <li>o Reflect on some important responses.</li> </ul> </li> <li>• Know about the story of Creation in the Bible. <ul style="list-style-type: none"> <li>o Reflect on the importance of this story.</li> </ul> </li> <li>• Know about the story of the Fall. <ul style="list-style-type: none"> <li>o Think about how it helps us to understand suffering in the world.</li> </ul> </li> <li>• Understand that God calls us to care for creation. <ul style="list-style-type: none"> <li>o Be aware of our responsibilities.</li> </ul> </li> <li>• Know about some of God’s great helpers. <ul style="list-style-type: none"> <li>o Reflect on what we can learn from them.</li> </ul> </li> <li>• Be aware of God’s great gifts to us. <ul style="list-style-type: none"> <li>o Reflect on the importance of our gifts.</li> </ul> </li> </ul> <p><b>God’s Covenants</b></p> <ul style="list-style-type: none"> <li>• Understand the meaning of covenant. <ul style="list-style-type: none"> <li>o Reflect on God’s covenant with Noah.</li> </ul> </li> <li>• Know about the covenant God made with Abraham. <ul style="list-style-type: none"> <li>o Reflect on Abraham’s trust in God.</li> </ul> </li> <li>• Understand that God guides and challenges His people. <ul style="list-style-type: none"> <li>o Be aware of our need to grow in faith and trust in God.</li> </ul> </li> <li>• Know that God made a covenant with Moses and the Israelites. <ul style="list-style-type: none"> <li>o Be aware that this covenant is also made with us.</li> </ul> </li> <li>• Know that God send prophets to remind His People of His covenant. <ul style="list-style-type: none"> <li>o Reflect on the message of the prophets for us.</li> </ul> </li> <li>• Know that God makes a New Covenant with us. <ul style="list-style-type: none"> <li>o Reflect on our part in the New Covenant.</li> </ul> </li> </ul> <p><u>PSHE</u></p>
<p><u>Music</u></p> <ul style="list-style-type: none"> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> </ul>		
<p><u>MFL</u> <b>French</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Describe peoples, places, things and actions orally and writing.</li> </ul>		
<p><u>Science</u> <b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• Take measurements using a range of scientific equipment with increasing accuracy and precision</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• Use test results to make predictions to set up further comparative and fair tests</li> </ul>	<p><u>Maths</u> <b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers to 10,000</li> <li>• Roman numerals to 1000</li> <li>• Round to the nearest 10, 100 and 1000</li> <li>• Read, write, order and compare numbers to 100,000</li> <li>• Round numbers within 100,000</li> <li>• Read, write, order and compare numbers to 1,000,000</li> <li>• Counting in 10s,100s,1000s,10,000s and 100,000s</li> <li>• Round numbers to a million</li> <li>• Negative numbers</li> </ul> <p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Add whole numbers with more than 4-digits (column method)</li> <li>• Subtract whole numbers with more than 4 digits (column method)</li> </ul>	<p><u>English</u> <b>Fiction</b></p> <ul style="list-style-type: none"> <li>• Fantasy Narrative Holes by Louis Sachar</li> <li>• Suspense Narrative Tuesday by Davis Wiesner</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>• Persuasive writing</li> <li>• Persuasion- Write a letter to the Anglo-Saxons</li> <li>• Explanation writing- How to train your Viking by Cressida Cowell</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Clauses- distinguishing between main and independent</li> <li>• Relative clause</li> <li>• Revision of noun types, verbs, adjectives and adverbs etc</li> <li>• Complex sentences</li> </ul>

<ul style="list-style-type: none"> <li>• Report and present findings from enquiries, including in written forms such as displays and other presentations</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul> <p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• Describe the movement of the Moon relative to the Earth</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity action between the Earth and the falling object</li> <li>• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a</li> </ul>	<ul style="list-style-type: none"> <li>• Round to estimate and approximate</li> <li>• Inverse operations (addition and subtraction)</li> <li>• Multi-step addition and subtraction problems</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Read and interpret line graphs</li> <li>• Draw line graphs</li> <li>• Use line graphs to solve problems</li> <li>• Read and interpret tables</li> <li>• Two way tables</li> <li>• Timetables</li> </ul> <p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Multiples</li> <li>• Factors</li> <li>• Common factors</li> <li>• Prime numbers</li> <li>• Square numbers</li> <li>• Cube numbers</li> <li>• Multiply by 10, 100 and 1000</li> <li>• Dividing by 10, 100 and 1000</li> <li>• Multiplies of 10, 100 and 1000</li> </ul> <p><b>Measurement: Perimeter and Area</b></p> <ul style="list-style-type: none"> <li>• Measure perimeter</li> <li>• Calculate perimeter</li> <li>• Area of rectangles</li> <li>• Area of compound shapes</li> <li>• Area of irregular shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation for parenthesis commas and brackets</li> <li>• Fronted adverbials</li> </ul>	<p>Health and Wellbeing</p>
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smaller force to have a  
greater effect.

