

## History

### **Savage Saxons!**

#### **Britain's settlement by Anglo-Saxons and Scots**

##### **National Curriculum Links:**

- To develop a chronologically secure knowledge and understanding of British History.
- 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, difference and significance.
- Construct informed responses that involve thoughtful selection and organisation of the past is constructed from a range of sources.

The children will learn about:

- The Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life.
- Anglo-Saxon art and culture
- Christian Conversion – Canterbury, Iona, Lindisfarne.

The children will achieve these objectives by:

- Show that I understand the chronology of Britain's settlement by the Anglo-Saxons and Scots.
- Recognise and understand the importance of change in Britain after the Roman Empire.
- Understand and explain the change in religious beliefs and practices of the early Anglo-Saxon people and make links to other historical periods.
- Think about the differences and similarities between my life and that of the Anglo-Saxons.
- Understand the conversion of Britain from paganism to Christianity.
- Understand and analyse how our knowledge of the past is constructed from a range of different sources.
- Use historically relevant terms to describe the Anglo-Saxons.
- Discuss the significance of the Anglo-Saxons in developing modern Britain.

## Year 5

### Autumn Term

#### Topic: Anglo-Saxons and Scots



##### PE

#### **Invasion Games - Hockey**

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Play Competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

##### **Dance**

- Perform dances using a range of movement patterns.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Computing

### **Programming and Coding**

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; 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.
- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs and systems to accomplish given goals.

##### **E-Safety**

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

##### **Spreadsheets**

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Maths cross-curricular links: Use spreadsheets to convert between m & km; find area and perimeter; and apply to real life situations.

<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>RE</u></p> <p><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>Art &amp; Design</u></p> <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>• To about great artists, architects and designers in history.</li> <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> <li>• To learn about the artist Peter Thorpe, and create a piece of artwork to represent his methods.</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>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at a particular individuals or groups.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes.</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>• Select from and use a wider range of materials and components, including construction materials.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>		

<ul style="list-style-type: none"> <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> <li>• Prepare and cook savoury dishes using a range of cooking techniques</li> </ul>		<p><u>PSHE</u></p> <p><b>Rules and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Understand how we are all connected by our similarities</li> <li>• I can recognise and respect similarities and differences between people</li> <li>• Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</li> <li>• Know and understand how the make-up of family units can differ</li> <li>• I can form and maintain appropriate relationships with a range of different people</li> <li>• Understand and appreciate the range of different cultures and religions represented within school</li> <li>• Learn about the need for tolerance for those of different faiths and beliefs</li> <li>• I can work co-operatively, showing fairness and consideration to others</li> <li>• I can recognise stereotyping and discrimination</li> <li>• I can listen to, reflect on and respect other people’s views and feelings</li> <li>• I can challenge stereotyping and discrimination</li> <li>• I can talk about my views on issues that affect me and my class</li> <li>• I can empathise with another viewpoint</li> </ul> <p><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>• Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul>
<p><u>Music</u></p> <p><u>Units Covered – Bon Jovi (Livin’ on a Prayer) &amp; Classroom Jazz 1</u></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Use and understand staff and other musical notations.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>		
<p><u>MFL</u></p> <p><b>French</b></p> <p><b>Topics: Getting to know you &amp; All About Ourselves</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></p> <p><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> <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> </ul>	<p><u>Maths</u></p> <p><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 (M) and recognise years written in Roman Numerals.</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 and determine the value of each digit.</li> <li>Counting in 10s,100s,1000s,10,000s and 100,000s – Count forwards or backwards in steps of powers of 10 for any given number up to 1 million.</li> <li>Round numbers to a million – to the nearest 10, 100, 1000, 10000, 100000</li> <li>Solve number problems and practical problems that involve all off the above.</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> <li>Round to estimate and approximate – Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>Inverse operations (addition and subtraction)</li> <li>Multi-step addition and subtraction problems – Solve addition and</li> </ul>	<p><u>English</u></p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Fantasy Narrative The Lost Happy Endings by Carol Ann Duffy</li> <li>Suspense Narrative The Curse of Cogston House</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>Discussion Text – Should video games be banned?</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>Revision of Fronted Adverbials and Expanded Noun Phrases</li> <li>Revision of speech punctuation</li> <li>Complex sentences</li> <li>Punctuation for parenthesis commas and brackets</li> <li>Fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Understand the term 'diversity' and appreciate diversity within school</li> <li>Learn about the need for tolerance for those who are different from us</li> <li>I can recognise stereotyping and discrimination</li> <li>I can listen to, reflect on and respect other people's views and feelings</li> <li>I can challenge stereotyping and discrimination</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>Learn about and reflect on their own spending habits / choices</li> <li>Understand why financial management and planning is important from a young age</li> <li>I can identify the difference between needs and wants</li> <li>I can make decisions, giving consideration to the impact they may have on others</li> <li>I can recognise what influences the choices people make about how money is spent</li> <li>I can set goals, prioritise and manage time and resources, understanding how this will help my future actions</li> <li>I can recognise what influences the choices people make about how money is spent</li> </ul> <p><b>Emotions</b></p> <ul style="list-style-type: none"> <li>Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures</li> <li>I can identify how to find information and advice through help lines</li> <li>Know about and understand the cyclic nature of life and how death is an inevitable part of this cycle</li> </ul>
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<ul style="list-style-type: none"> <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 smaller force to have a greater effect.</li> </ul>	<p>subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <ul style="list-style-type: none"> <li>Compare Calculations</li> <li>Find Missing numbers</li> </ul> <p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Multiples – identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>Factors– identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>Common factors– identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>Prime numbers – Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19.</li> <li>Square numbers – Recognise and use square numbers and cub numbers, and the notation for squared and cubed</li> <li>Cube numbers– Recognise and use square numbers and cub numbers, and the notation</li> <li>Multiply whole numbers and decimals by 10, 100 and 1000</li> <li>Dividing whole numbers and decimals by 10, 100 and 1000</li> <li>Multiplies of 10, 100 and 1000</li> <li>Solve problems involving multiplication and division including</li> </ul>		<ul style="list-style-type: none"> <li>I can recognise that people can feel alone and misunderstood and learn how to give appropriate support</li> <li>I can manage changing emotions and recognise how they can impact on relationships</li> <li>Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>Understand the need for empathy when peers are experiencing conflict at home</li> <li>I can reflect on how to deal with feelings about myself, my family and others in a positive way</li> <li>I can recognise that positive friendships and relationships can promote health and wellbeing</li> <li>I can identify how to find information and advice through help lines</li> <li>I can manage changing emotions and recognise how they can impact on relationships</li> <li>I can talk with a wide range of adults</li> </ul> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>Understand the benefits of living in a diverse community and learn to celebrate diversity</li> <li>I can recognise that communities and the people within them are diverse, changing and interconnected</li> <li>I can discuss how people can live and work together to benefit my communities</li> <li>I can recognise and respect similarities and differences between people</li> <li>I can work independently and in groups, taking on different roles and collaborating towards common goals</li> <li>I can talk with a wide range of adults</li> </ul>
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their knowledge of factors and multiples, squares and cubes.

**Fractions A**

- Find fractions equivalent to a unit fraction
- Find fractions equivalent to a non-unit fraction
- Recognise equivalent fractions
- Convert improper fractions to mixed numbers
- Convert mixed numbers to improper fractions.
- Compare fractions which are less than 1.
- Order fractions less than 1.
- Compare and order fractions greater than 1
- Add and Subtract fractions with the same denominator
- Add fractions within 1
- Add fractions with a total greater than 1
- Add to a mixed number
- Add two mixed numbers
- Subtract fractions
- Subtract from a mixed number
- Subtract from a mixed number – breaking the whole
- Subtract two mixed numbers