

Year group: 5

Term: Autumn 1

Topic: Anglo-Saxons and Scots



English

Class Texts: *Beowulf* by Michael Morpurgo

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices.
- Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.
- Retrieve, record and present information from non-fiction.

Anglo Saxons and Scots

Narrative (quest)

Pupils will learn to:

- Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.
- Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader.
- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity.
- Convert nouns or adjectives into verbs using suffixes.
- Indicate degrees of possibility using adverbs.
- Use commas to clarify meaning or avoid ambiguity.

- ***Story mountain retell***
- ***Story – Build Up (journey)***
- ***Story – Problem and Resolution***

Immerse –

	<p>Be introduced to the characters, the Meadhall and the Anglo-Saxons ways.</p> <p>Analyse –</p> <p>Using given text, find language and layout features. Explore various images of Anglo-Saxon settlements, create and describe the setting including atmosphere – focus on building vocabulary. Pupils will write a short setting description. Select a character image of an Anglo-Saxon warrior- working in pairs to describe the character. Pupils will write a short character description. This will be used later to enrich our fictional writing.</p> <p>Skills-</p> <p>Relative clauses beginning with <i>who, which, that</i></p> <p>Devices to build cohesion within a paragraph [<i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [<i>later</i>], place [<i>nearby</i>] and number [<i>secondly</i>]</p> <p>Brackets to indicate parenthesis</p> <p>Plan and write -</p> <p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own. Write Draft and write a historical narrative. Draft and write by using further organisational and presentational devices to structure text and to guide the reader.</p> <p>Edit –</p> <p>Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing. Proof read for punctuation errors.</p>
<p>Maths</p>	<p><u>Reasoning with large whole integers</u></p> <ul style="list-style-type: none"> • Read, write, order and compare numbers up to one million • Round numbers within one million to the nearest multiple of powers of ten • Read Roman numerals up to M <p><u>Integer addition and subtraction</u></p> <ul style="list-style-type: none"> • Use rounding to estimate • Use a range of mental calculation strategies to add and subtract integers • Illustrate and explain the written method of column addition and subtraction • Select efficient calculation strategies

	<p><u>Line graphs and timetables</u></p> <ul style="list-style-type: none"> • Complete, read and interpret data presented in line graphs • Read and interpret timetables including calculating intervals
Science	<p><u>Earth and Space</u></p> <p>Pupils will acquire the following scientific knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> • what a sun is, what a solar system is, what a galaxy is and how our own solar system fits in to the wider universe • which planets make up our own solar system • knowledge of the inner and outer planets of the solar system including order, size, what the planet consists of, atmosphere, temperature, rotation and orbit • what the relationship is between the Earth and the sun in relation to night and day • what a time zone is and how the different time zones are arranged across the world • what the relationship is between the Earth and the sun in relation to seasons • how daylight hours change across the year in different places across the world • what a moon is and what the phases of our own moon are • the heliocentric and geocentric theories of the solar system • the flat and spherical Earth theories • the views of various astronomers over time: Aristotle, Ptolemy, Alhazen, Tusi, Copernicus and Galileo
History	<p><u>Anglo-Saxons and Scots</u></p> <p>Pupils will acquire the following historical knowledge throughout the unit:</p> <ul style="list-style-type: none"> • The Seven Kingdoms • Anglo-Saxon tribes • The invasion of Britain • The structure of Anglo-Saxon society • Laws and Justice • Anglo-Saxon village life • Art and culture – jobs • Anglo-Saxon beliefs including the gods they believed in and the how/when they converted to Christianity • In depth study of ‘Alfred the Great’ • The myth of the ‘Dark Ages’ – lack of historical evidence of Anglo-Saxons • Sutton Hoo discovery
Geography	<p><u>Topic not taught this half term.</u></p>
Art	<p><u>Drawing: I need space</u></p>

	<p><i>Pupils will be able to:</i></p> <ul style="list-style-type: none"> • <i>Understand and explain what retrofuturism is.</i> • <i>Participate in discussions and offer ideas.</i> • <i>Evaluate images using simple responses, sometimes using formal elements to extend ideas.</i> • <i>Provide plausible suggestions for how a piece was created.</i> • <i>Comfortably use different stimuli to draw from.</i> • <i>Use past knowledge and experience to explore a range of drawing processes.</i> • <i>Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.</i> • <i>Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.</i> <p><i>Generate a clear composition idea for a final piece that shows how it will be drawn.</i></p>
<i>Design Technology</i>	<u>Topic not taught this half term.</u>
<i>Computing</i>	<p><u>Unit – iProgram</u></p> <p>In this unit children will be able to:</p> <ul style="list-style-type: none"> • <i>Explain how a programmed effect has been achieved</i> • <i>Write and amend computer programs</i> • <i>Use repetition, variables and conditional statements in computer programs</i> • <i>Test, debug and refine algorithms and programs</i> • <i>Identify some common internet services that use the internet</i> • <i>Know that a computer takes input, processes it and produces output</i> • <i>Identify a variety of computing devices and a number of inputs and outputs</i> • <i>Know that computers store and manipulate data as a series of ones and zeros – binary</i>
<i>PE</i>	<p><u>Hockey:</u></p> <p><u>Knowledge:</u> <i>I know how to dribble. I know how to pass. I know how to receive. I know how to intercept. I know how to control the ball. I know the rules. I know the positions in hockey.</i></p> <p><u>Assessment:</u> <i>I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking, tackling and intercepting when playing in defence. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play fairly and honestly. I understand there are different skills for different situations and I am beginning to apply this.</i></p>
<i>RE</i>	<p><u>Hear:</u> <i>By the end of this unit of study, pupils will hear the following key texts:</i></p> <ul style="list-style-type: none"> • <i>The Moses story, focusing on the two key events of the call and the covenant:</i>

	<ul style="list-style-type: none"> • <i>The Burning Bush (Ex 3:1-15)</i> • <i>The Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)</i> • <i>Jesus' summary of the law (Matt 22:36-40)</i> <p><i>Believe: By the end of this unit of study, pupils will know that the Church teaches that:</i></p> <ul style="list-style-type: none"> • <i>A covenant is a binding agreement between God and human beings, which makes them his people.</i> • <i>God made several covenants throughout history – with Noah, Abraham, Moses, and David.</i> • <i>God gives the Ten Commandments to help human beings live good and happy lives.</i> • <i>That Jesus teaches that the most important commandments are to love God and to love other people.</i> • <i>Catholic Social Teaching helps us to see that loving our neighbour demands a commitment to social change and transformation: 'We profoundly belong together and are fundamentally dependent on one another'.</i> <p><i>Celebrate: By the end of this unit of study, pupils will know:</i></p> <ul style="list-style-type: none"> • <i>That sin is the deliberate spoiling of our friendship with God and each < other.</i> • <i>We can develop habits that will help us accomplish what is good. These habits are called virtues.</i> • <i>Virtues are practical wisdom (prudence), justice, fortitude, and temperance (also known as the cardinal virtues). Through God's grace we can enjoy the theological virtues of faith, hope, and love.</i> <p><i>Live: By the end of this unit of study, pupils will know:</i></p> <ul style="list-style-type: none"> • <i>Examples of acting with great love (e.g., Little Way week shows the importance of doing small things with great love).</i> • <i>What growing in virtue could mean in their school (e.g., Jesuit Pupil Profile, Virtues to Live By (Diocese of Leeds)).</i>
Spanish	<p><u>Unit Phonetics and pronunciation (My home)</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Focus on letters and sounds • By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish.
Music	<p><u>Composition Notation (Ancient Egyptians)</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • <i>Sing in time and in tune with other people and the backing track.</i> • <i>Remember the lyrics to a song.</i> • <i>Identify the structure of a piece of music and match this to non-standard notation.</i> • <i>Improvise their own piece of music.</i> • <i>Play a melody with reasonable accuracy.</i> • <i>Perform with confidence and in time with others.</i> • <i>Compose and play a melody using stave notation.</i>

	<ul style="list-style-type: none"> • <i>Contribute meaningfully to the group performance and composition.</i> • <i>Use hieroglyphic notation to show the structure of their piece.</i>
<i>RSE</i>	<i>Calming the Storm</i> <i>Gifts and Talents</i>
<i>Immersive Events/Visits/Visitors etc</i>	<i>Science – opportunity for a planetarium in school.</i> <i>Trip to be arranged to link to History topic.</i>