




YEAR 5 AUTUMN 1 2020/2021

<p style="text-align: center;">Class Team Class Teacher: Ayesha Support Staff: Annie & Victoria Class Name: Nye Bevan</p>	<p style="text-align: center;">TERM TOPIC - Anglo Saxons</p> 	<p style="text-align: center;">SCHOOL VALUES Ambitious: King Arthur and the Knights of the round table Compassionate: We are Britain Empowered: Beowulf</p>
<p style="text-align: center;">Important Dates Class Assembly on Thursday 24th September PE on Thursdays & Table Tennis on Fridays Trips on</p>	<p style="text-align: center;">TOPIC HOOK Create a Anglo Saxon boat and dress up as an Anglo Saxon boy or girl- immersion day</p>	<p style="text-align: center;">SHARING CELEBRATION</p>
<p style="text-align: center;">ENGLISH Beowulf by Michael Morpurgo Anglo Saxon Boy King Arthur and the Knights of the... We Are Britain - Britishness link</p>	<p style="text-align: center;">MATHS Number: Place Value Number: Addition & Subtraction Measures: Length & Perimeter</p>	<p style="text-align: center;">SCIENCE Forces Gravity, air and water resistance, levers, pulleys, gears</p>
<p style="text-align: center;">HISTORY Why did the Anglo Saxons come to Britain?/What effect did the Anglo Saxon invasion have on British history? (Causation Enquiry) Hist: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p style="text-align: center;">RE Expressing 2.4 If God is everywhere why go to a place of worship? (Linked to Anglo Saxon Pagans/Christians)</p>	<p style="text-align: center;">COMPUTING E-Safety: Reporting concerns Programming: Scratch animated stories</p>
<p style="text-align: center;">ART/DESIGN TECHNOLOGY DT - Weaving</p>	<p style="text-align: center;">PSHE Being Me in My World</p>	<p style="text-align: center;">SPANISH Revision Topic El Mundo Español</p>
<p style="text-align: center;">PE - SPECIALIST TEACHER Table Tennis Gymnastics</p>	<p style="text-align: center;">MUSIC - SPECIALIST TEACHER Singing Songs and Writing Lyrics</p>	<p style="text-align: center;">TRIPS Museum of Docklands (visit - Anglo Saxon and Beyond) HISTORY</p>

V&A Anglo Saxon Art **HISTORY**
 Museum of London (Saxon Story Teller)
HISTORY

	31.8.2020 (2 day week)	7.9.2020 (Assessment Week)	14.9.2020	21.9.2020	28.9.2020	5.10.2020	12.10.2020	26.10.2020
ACE	Ambitious - Compassionate - Empowered -	Ambitious - Compassionate - Empowered -	Ambitious - Compassionate - Empowered -	Ambitious - Compassionate - Empowered -	Ambitious - Compassionate - Empowered -	Ambitious - Compassionate - Empowered -	Ambitious - Compassionate - Empowered -	Ambitious - Compassionate - Empowered -
Book Titles		Beowulf	Beowulf	Beowulf	Anglo Saxon Boy	Anglo Saxon Boy	King Arthur and Knights of the round table	We are Britain - poetry British values link
English	N/A	<p>Reading week</p> <p>Hook - use props to predict what the story will be about</p> <p>use modal verbs to write a prediction</p> <p>Discuss key vocabulary and find the meaning.</p> <p>Inference - Use a range of questions</p> <p>Story map to sequence events so far - summarise main events</p> <p>Further predict based on what you know about the character and the plot.</p> <p>Complete story mapping, sequencing key events. Layer up with adjectives, adverbs, key vocab</p>	<p>Write a missing chapter</p> <p>Modal verbs</p> <p>Use 'power of 3' to expand noun phrases</p> <p>Use dialogues to show speech</p> <p>Character description - role on the wall- Beowulf and Grendel</p> <p>Adverbials to show feelings</p> <p>Use a range of noun phrases to describe a contrasting setting</p> <p>Alliterative language</p>	<p>Figurative language</p> <p>Prepositional phrases</p> <p>Adverbials</p> <p>Writing in paragraphs</p> <p>Building suspense</p> <p>Subordinating and coordinating conjunctions</p> <p>Short followed by a longer sentence.</p> <p>Main outcome:</p> <p>Write a missing chapter</p>	<p>Diary entries</p> <p>Story mapping</p> <p>Use a range of cohesive devices - adverbials of time, place and number within and across paragraphs.</p> <p>Expanded noun phrases</p> <p>Describe the setting</p> <p>Emotive language - feelings</p> <p>Developing the character's voice</p>	<p>Diary entries</p> <p>Use a range of adverbs to create impact</p> <p>Use a range of preposition phrases to create impact</p> <p>Past tense</p> <p>Write a series of diary entries to explore the main character's journey to Hastings.</p>	<p>Write own legend</p> <p>Parenthesis - commas, dashes and brackets</p> <p>Describe characters - role on wall.</p> <p>Use expanded noun phrases to describe atmosphere and setting</p> <p>Selecting appropriate vocabulary</p> <p>Integrate dialogue to advance the action</p> <p>https://www.tes.com/teaching-resource/write-your-own-king-arthur-legend-6349594</p>	<p>Links to Geography- show the British Isles.</p> <p>Where is Britain on the world map?</p> <p>Descriptive sentences</p> <p>Short sentences</p> <p>Selecting vocabulary</p>

Reason								
Science	N/A	<p><u>Forces</u></p> <p>How can we measure forces?</p> <p>Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.</p> <p>Learning intention: To measure, using appropriate units, friction between moving surfaces as part of an investigation into how the surface area and materials affect friction</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can use a Newton meter with accuracy. • I can record my results in a table. • I can identify the effect of friction in my investigations. • I can explain my results using scientific vocabulary, including the word 'friction'. 	<p>Why does an object fall?</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object, and identify the effects of air resistance, water resistance and friction, which act between moving surfaces.</p> <p>Learning intention: To use evidence to explain how objects fall through the air.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can plan a comparative test to investigate my ideas about how objects fall. • I can identify how scientific evidence has been used in arguments. • I can explain why objects fall using scientific vocabulary 	<p>Why make things move?</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Learning intention: To use arrows to represent forces that make objects move in different directions.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can explain how to change the speed and direction of bubbles as they fall. • I can use arrows to represent forces. 	<p>Does the shape of an object affect its movement in a liquid?</p> <p>Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.</p> <p>Learning intention: To measure the effects of water resistance.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can take accurate readings using a stopwatch. • I can use my results to identify which object has the least water resistance. • I can identify the forces that start the object moving and stop the movement. 	<p>How can we use levers to help us?</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Learning intention: To demonstrate how levers work and how they reduce the force required to move objects.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can use levers to move objects. • I can explain that when something is moved using a lever, less force is needed. • I can label a diagram using scientific vocabulary to explain how a lever works. 	<p>How can we lift a heavy load?</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Learning intention: To explain why pulleys make lifting objects easier</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can explain how a pulley works. • I can plan and carry out an investigation to find out how a pulley affects the force needed to lift a load. • I can notice a pattern between the number of pulleys used and the force needed to lift a load. 	<p>Can a wheel with teeth make work easier?</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Learning intention: To explain how gears allow a smaller force to have a greater effect.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can identify gears in a range of everyday items. • I can make simple gears and explain how they work. • I can explain how gears convert a force.
Working Scientifically	N/A	Noticing patterns	Carrying out comparative and fair tests	Comparative tests	Fair testing	Comparative tests	Noticing patterns	Noticing patterns
Hist/ Geog content	N/A	Nye Bevan - research who was he?	Where did the Anglo-Saxons and Scots come from?	Why did the AS invade Britain? Anglo-Saxon	What changes did the Anglo-Saxons make?	What was life like for an Anglo-Saxon? Anglo-Saxon art and	What were runes used for? Anglo-Saxon art and	Who was King Arthur? Anglo-Saxon art and

			<p>Britain's settlement by AngloSaxons and Scots. Anglo-Saxon invasions.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.</p> <p>To understand where the AngloSaxons and Scots came from</p>	<p>invasions.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>To understand how, when and why the Anglo-Saxons and Scots invaded Britain.</p>	<p>Anglo-Saxon settlements and kingdoms: place names and village life.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To understand how the Anglo Saxons changed Britain.</p>	<p>culture.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>To understand what life was like in Anglo-Saxon Britain.</p>	<p>culture.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To know about Anglo-Saxon runes and what the different symbols represent.</p>	<p>culture.</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <p>To know about the legend of King Arthur.</p>
Hist/ Geog skills	N/A	Understand a significant person in history and the impact that he made.	Chronology and the time Anglo Saxons settled in Britain.	Explore Historical artefacts	Use of historical terms	Historical artefacts	Historical sources	Historical sources Chronology
Hist/ Geog outcome	N/A	Create presentation and letters for display	Maps of Great Britain and Europe with annotation to show where the Anglo-Saxons and Scots invaders came from/to.	Generate question sentences to find out why they invaded Britain.	Children label their own maps of Great Britain showing the Anglo-Saxon kingdoms and add any other additional facts, such as Anglo-Saxon place names and the names of some kings?	Become a historian and create a factfile with information about different artefacts.	Create Anglo Saxon art work using the different runes.	Write a detailed diary entry as King Arthur.
RE	N/A	<p>LI: what is a place of worship? What is it for?</p> <p>Consider which places are special and why?</p> <p>What makes some places sacred?</p>	<p>LI: What is a Chritian place of worship?</p> <p>Compare christian churches.</p> <p>Differences within Anglican and Baptist churches.</p>	<p>What is a hindu place of worship?</p> <p>Consider worship at home and worship in a mandir.</p> <p>Key features Hindu of worship at home and worship in a Mandir.</p> <p>Differences between worship</p>	<p>What is a Jewish place of worship?</p> <p>Compare jewish synagogues</p> <p>Key features of a Jewish Synagogue</p> <p>Differences between Jewish synagogues.</p>	<p>Are people more important than the place?</p> <p>Christianity: What does it mean to say the church is the 'body of Christ'?</p> <p>How Christians try to embody Jesus in their actions</p> <p>How different aspects of worship;</p>	<p>What is a place of worship for? What is it?</p> <p>Pupils will learn: about what places of worship are for. about the most important function of a place of worship.</p>	<p>What does a place of worship mean to believers?</p> <p>Reasons why new forms of church arise.</p> <p>How places of worship support people in times of need.</p> <p>Reasons for Hindu pilgrimage and why</p>

				in the home and at the mandir.		silence, nature and being together, help Christians connect to God.		pilgrimage is important to Hindus. How Jews use Torah, the home as well as the synagogue to worship.
Comp	N/A	E-Safety Reporting concerns	Programming: Scratch animated stories Lightbot	Programming: Scratch animated stories Lightbot	Programming: Scratch animated stories Scratch Maze https://scratch.mit.edu/studios/454622/ https://www.mycode.com/lessons/make-a-maze-in-scratch-version-2	Programming: Scratch animated stories Scratch 'Pong' game	Programming: Scratch animated stories Scratch animated stories https://scratch.mit.edu/projects/editor/?tutorial=all	Programming: Scratch animated stories Create your own Scratch game (Silk Road Trading Game)
Comp Vocab	N/A	E-safety Concerns	Programming Coding Scratch Animation	Programming Coding Scratch Animation Sprite	Programming Coding Animation Commands	Programming Coding Scratch Animation Commands	Programming Coding Scratch Animation Sprite Commands	Programming Coding Scratch Animation Sprite Commands
Art/DT skills	N/A	DT focus Immersion Day - dress up as an Anglo Saxon	Weaving/Sewing Look at a range of items that have been weaved. What is weaving?	Practice weaving with wool by using mini-card looms. http://www.topteachingideas.com/Anglo-Saxon-theme.html	Practice weaving with wool by using mini-card looms.	Design our Anglo Saxon weave pattern for clothing	Make weave pattern for clothes using their own design	Evaluate the weave pattern What can you improve? What worked well? What would you do differently?
Art/DT outcome	N/A	Immersion day - dress up as an Anglo Saxon.	Evaluate a range of items.	To practice the skill of weaving.	To practice the skill of weaving.	To design a weave pattern.	To make a weave pattern.	Evaluate Anglo Saxon weaves.
PSHE SED learning outcome	N/A	Being Me in My World I can face new challenges positively and know how to	I understand my rights and responsibilities as a citizen of my country	I understand my rights and responsibilities as a citizen of my country and a	I can make choices about my own behaviour because I understand how rewards and	I understand how an individual's behaviour can impact on a group I can contribute to	I understand how democracy and having a voice benefits the school community and	I understand why our school community benefits from a Learning Charter and can help

		<p>set personal goals.</p> <p>I know what I value most about my school and can identify my hopes for this school year</p>	<p>I can empathise with people in this country whose lives are different to my own</p>	<p>member of my school</p> <p>I can empathise with people in this country whose lives are different to my own</p>	<p>consequences feel</p> <p>I understand that my actions affect me and others</p>	<p>the group and understand how we can function best as a whole</p>	<p>know how to participate in this.</p>	<p>others to follow it.</p>
PSHE Learning outcome	N/A	I know how to face challenges and become positive.	I know that there are rights for a child.	I know that there are other people who are less fortunate.	I can make the correct choices for my learning behaviour.	I can use my voice to share my opinions and thoughts respectfully.	I know that democracy benefits everyday.	I know that democracy benefits everyday.
Spanish	N/A							