

Year group: 5

Term: Autumn 1

Topic: Anglo- Saxons and Scots



Literacy

Book Talk

Book: Beowulf

Author: 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.

Writing Genres:

Historical narrative

Non-chronological report

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.

Historical narrative

Immerse

- To watch and re-enact an Anglo-Saxon battle scene.
- To create word maps exploring scenery, action and emotion.

Analysis

- To find layout features of a historical narrative
- To explore language used within a historical narrative

Skills

- To use commas after fronted adverbials within a historical narrative
- To use inverted commas for a historical narrative
- To use the spelling rule 'ough' /aw/

Plan

- 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.

Write

- To draft and write a historical narrative.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader.

Review

- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for punctuation errors.

Non-chronological report

Immerse

- To explore a chosen selection of explanation texts, critically analysing their effectiveness.
- To research the Sutton Hoo discovery and create a fact file of information.

Analysis

- To identify the audience for and purpose of the writing.
- To find language and layout features of a non-chronological report

Skills

- To use adverbials to link sentences and paragraphs
- To use expanded noun phrases with modifiers
- To use appropriate Year 5 words related to the topic

Plan

- 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.

Write

- Draft and write an explanation text.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader.

Review

- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for punctuation errors.

Assesses Write: Historical Narrative

Creative Write: Diary Entry and newspaper article

Maths

Reasoning with Large Whole Integers

Pupils will learn:

- To identify the value of each digit in a 5-digit and 6-digit number.
- To order and compare 5-digit numbers.
- To order and compare 6-digit numbers.
- To round 5-digit and 6-digit numbers to the nearest 100, 1,000 or 10,000.
- To read Roman numerals to 1,000 (M) and compare them to our number system.

Integer Addition and Subtraction

Pupils will learn:

- To use and explain adding and subtracting strategies.
- To add and subtract multiples of 10, 100, 1,000, 10,000 and 100,000.
- To add and subtract using a round and adjust strategy.
- To use a range of partitioning strategies to add and subtract.
- To use rounding to estimate calculations.
- To use column addition and subtraction to calculate with large whole numbers.
- To use a range of mental strategies while problem solving.

Line Graphs and Timetables

Pupils will learn:

- To tell the story of a line graph.
- To interpret, read and solve problems with line graphs.
- To interpret and read line graphs and tables.

Times Tables focus: 8s and 12s

Arithmetic focus: Calculation strategies

Science

Earth and Space

Pupils will know and understand:

- What is the Solar System and how does it fit into the universe?
- Night and day: what is the relationship between the Earth and the Sun?
- Seasons: what is the relationship between the Earth and the Sun?
- What are the phases of the Moon?
- What do we know about the inner and outer planets?
- How do we know about space and how have opinions changed over time?

Pupils will learn:

- To describe the movement of the Earth, and the other planets, relative to the Sun in the solar system.
- To describe the movement of the Moon relative to the Earth.

	<ul style="list-style-type: none"> • To describe the Sun, Earth and Moon as approximately spherical bodies. • To use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.
History	<p>Anglo-Saxons and Scots</p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • Who invaded Britain once the Romans had left? • How was Anglo-Saxon Britain ruled? • What was daily life like for the Anglo-Saxons? • What did the Anglo-Saxons believe? • Who was Alfred the Great? • How do we know about the Anglo-Saxons? <p>Pupils will learn:</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. • The Sutton-Hoo discovery.
Geography	
Art	<p>Drawing</p> <p>Pupils will know and understand:</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Develop ideas more independently from their own research. • Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <p>Making skills:</p> <ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, e.g. photography and digital art effects. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. <p>Knowledge of artists:</p>

	<ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To explore the purpose and effect of imagery. • To understand and explore decision making in creative processes. • To develop drawn ideas through printmaking. • To test and develop ideas using sketchbooks. • To apply an understanding of drawing processes to revisit and improve ideas.
Design Technology	
Computing	<p><u>I-Draw</u></p> <p>Pupils will know and understand how to:</p> <ul style="list-style-type: none"> • 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. <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To create vector images out of shapes and lines. • To duplicate, move, resize and rotate graphical objects. • To zoom in and out to add details to graphical objects. • To change the order of layers in a vector drawing.
PE	<p><u>Hockey</u></p> <p>Pupils will know and understand how to:</p> <ul style="list-style-type: none"> • Dribble, pass, receive, tackle, create and use space to shoot. • Plan strategies and use tactics, observing and providing feedback. <p>Pupils will learn:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • I know the positions in hockey.
French	<p><u>French Monster Pets</u> Pupils will learn to:</p> <ul style="list-style-type: none"> • To identify key information about animals. • To know the correct article, identifying nouns and noun patterns, and developing knowledge of language and word order. • To be able to match pictures with written descriptions and writing their own descriptions including names for parts of the body. • To know noun gender and how it impacts the article and adjectives.
RSE	<p><u>Calming the Storm</u> Pupils will know and understand:</p> <ul style="list-style-type: none"> • We were created individually by God who cares for us and wants us to put our faith in Him. • Physically becoming an adult is a natural phase of life. • Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! <p><u>Gifts and Talents</u> Pupils will know and understand:</p> <ul style="list-style-type: none"> • Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community. • Self-confidence arises from being loved by God. • That human beings are different to other animals. • About the unique growth and development of humans, and the changes that girls will experience during puberty. • About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately. • The need for modesty and appropriate boundaries. • How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment.
Immersive Events/Visits/Visitors	<ul style="list-style-type: none"> • Picture News assembly • Nikita Gill Poetry Author Event • Space Centre visit