

Autumn Term 2

TOPIC	Anglo Saxons – The story of Beowulf		Driver subject(s)	History	
Values (s)	Responsibility				
Learning Links	Past – Where did the Anglo Saxons come from? Present – What have we learned from the Anglo Saxons? Future - Will the Anglo Saxons be remembered in 100 years from now?	Global Themes	Equality, diversity and Inclusion (EDI)		
		Aspiration	RE and RSE		
Opening Wow /Immersive classroom	Portals to the Past - Anglo Saxon Day Visits to interactive classroom to view Anglo Saxon Village	End of topic showcase (Sharing with parents)	Creating Clay Dragon Eyes (Art)		
Trips/Visitors	Portals to the Past –Visitors – Anglo Saxon Day				
What do the children want to learn?	Where did the Anglo Saxons live? What did they eat? What did they do for jobs? Did they go to school? What did they wear? Where did they from? Did they go to battle? Did they have a queen/king? Did they believe in god(s)?				
English Text Inc. Genre/Text Type	Humanities (Geography & History)	Creative (Art/DT/Music/Computing)	Science	RE/PSHE/RSE	French
	History <u>Skills</u> Independently sequence an increasing number of events, artefacts or historical figures from the Anglo Saxon period on a timeline using dates and terms accurately. Accurately use dates and terms to describe historical events. Understand that some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. Make appropriate use of historical terms in discussion about people, places and events during the Anglo Saxon Period.	Art: Clay Modelling Knowledge: I can explain why I have used different tools to create clay piece. I know how to join two pieces of clay correctly. I know how to express emotion in my art. I can explain why I have chosen specific techniques to create my art. Skills: I can join coils of clay using slip. I can make and decorate a clay slab using a range of mark making techniques. I can plan a sculpture through drawing and other preparatory work. I can create sculpture and constructions with increasing independence. I can explore the roles and purposes of artists / craftspeople / designers working in different times and cultures. I can research the work of an artist and use their work to replicate a style. Research Triang	Human Development Knowledge: Human Development (animals including humans) Describe the basic changes as humans develop from birth to old age Describe the changes that happen during puberty Describe the development of a baby Know how babies are born Skills: Compare the human life cycle to the life cycle of other animals	RE SACRE – Sikhism Knowledge: Revisit understanding of the Christmas story. Understand what is meant by a 'sacred text' Understand that stories can be true in different ways. Skills: Critically evaluate different accounts of the Christmas story. Compare accounts of the Christmas story. Make comparisons between individual beliefs surrounding the 'truth' of the Christmas story and those of Christians. Express an opinion on whether the Christmas story is true and what Christians might think of my opinion. Reflect on what 'true' might mean to different people; RSE	French Listening: I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language. I can understand the main points from a spoken story or poem, which contains some unfamiliar language. I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French. I can recognise and understand the difference between 'mon'/'ma'/'mes.. Reading: I can read and pronounce unfamiliar written words

	<p>Find and analyse a range of evidence about Anglo Saxon Britain.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Construct informed responses about more than one aspect of life or a key event during the Anglo Saxon Period through careful selection and organisation of relevant historical information.</p> <p>Gather a range of evidence about the Anglo Saxon Period, such as pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p>Select information to address questions and construct informed responses</p> <p>Begin to investigate their own lines of enquiry by posing relevant questions to answer.</p> <p>Begin to present, communicate and organise ideas about Anglo Saxon Britain using detailed discussions and debates.</p> <p>Present, communicate and organise ideas about Anglo Saxon Britain using a variety of different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p> <p>Begin to plan and present a self-directed project or research about Anglo Saxon Britain.</p> <p>KNOWLEDGE Know how Britain changed between the end of the Roman occupation and 1066 Know how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</p>	<p>I can select and record from first hand observation, experience and imagination, and begin to explore ideas for different purposes.</p> <p>I can independently compare ideas, methods and approaches in my own and others' work and say what I think and feel about them.</p> <p>I can annotate work in my sketchbook, giving detailed reasons for my choices and notes about the methods used.</p> <p>I can adapt my work according to my views and describe how I might develop it further.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Music: CHARANGA Unit – Autumn 2</p> <p>Computing – Online Safety Knowledge: To use the most appropriate form of online communication according to the digital content. (5.2 & others) To know how to not let my mental wellbeing or others be affected by use of online technologies and services. (5.2 & across units) To explain what personal information is and know strategies for keeping this safe. (5.2) have a secure knowledge of online safety rules taught at school. (5.2 & across units) To demonstrate the safe and respectful use of different online technologies and online services. (5.2 & across units) To relate appropriate online behaviour to my right to have personal privacy. (5.2 & across units) To know the importance of computer networks and how they help solve problems and enhance communication. (5.2) To recognise the main dangers that can be perpetuated via computer networks. (5.2)</p> <p>PE Knowledge I can select a component for improvement and use guidance from others to do so I can take the lead in a group</p> <p>Skills Create longer and more complex sequences and adapt their performances Attempt to perform more complex skills in isolation such as round-off Make a dynamic sequence with contrasting shapes and actions and balances, demonstrating smooth transitions Remember and repeat longer sequences with more difficult movements such as cartwheels, shoulder rolls Work responsibly in trust exercises and when counterbalancing Perform symmetry and asymmetry individually, in pairs and as a group</p>		<p>Healthy and Safer Lifestyles Relationships and Sex Education Knowledge: What are male and female sexual parts called and what are their functions? BS How can I talk about bodies confidently and appropriately? BS What happens to different bodies at puberty? CAB What might influence my view of my body? How can I keep my growing and changing body clean? HP How can I reduce the spread of viruses and bacteria? HP</p> <p>Skills: Know and understand the appropriate scientific names for the external and internal sexual parts of the body, and be able to explain basic functions Understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently Have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others Understand the importance of washing regularly and of maintaining other hygiene routines during puberty Understand ways they can prevent the spread of some bacterial and viral diseases.</p>	<p>accurately, using my knowledge of French phonics. I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me. I can understand the main points from a short written text, which contains some unfamiliar language. I can read aloud a short story containing familiar language, clearly and with expression. I can understand the difference between 'le'/'la' and 'un'/'une'. I can recognise the meaning of 'mon'/'ma'/'mes'. I can recognise that some nouns have irregular plurals. I can recognise that adjectives' endings often change to match the noun they're describing.</p> <p>Writing I can express my opinions using complex sentences. I can write several sentences from memory. I can adapt familiar written sentences by changing a few words. I can write several sentences from memory to describe what other people do, or like doing. I can write several sentences from memory to describe a place, person or thing. I can use the correct article to match the gender of a noun. I can write the correct form of some common verbs in the third person singular, e.g. 'il/elle a'. I can use some simple sentence structures that differ from English in my writing.</p> <p>Speaking I can join in with a short, continuous conversation,</p>
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Year Group Topic Curriculum Map 2023 - 24 Year 5

	<p>Use a timeline to show when the Anglo-Saxons were in England Know where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons</p>	<p>Compare performances and judge strengths and areas for improvement</p>			<p>including giving simple opinions. I can adapt familiar sentences by changing a few words. I can prepare a short talk on a familiar subject and present it clearly and confidently. I can sing familiar songs clearly and confidently, with accurate pronunciation. I can describe what other people do, or like doing. I can prepare and present a short talk about a place, person or thing. I can use either 'le'/'la' or 'un'/'une' appropriately. I can use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse'. I can use the second person singular form of the present tense to ask questions. E.g. 'Tu aimes les pommes?' I can use what I have learnt about the structure of French sentences to build new ones using the same model.</p>
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