**STUNNING STARTER-**

3 activities in a carousel

Make an Anglo-Saxon tunic. Use basic cutting and joining skills.

Use a template, cut carefully, sew together. (use a t-shirt as a guide)

Make either an Anglo-Saxon necklace or brooch using salt dough. Plan the colours and design based on research. (incorporate art skills/objectives on colour)

Using a range of medium to paint/ draw symbols on small pebbles to create runes to make name/ play word games with.

**Medium Term Plan**

**FANTASTIC FINISH-**

Children across the three classes to show case their learning of Anglo-Saxons and Vikings. A carousel of activities across the phase

-Eagles Classroom – Anglo-Saxons role play (wearing clothes and jewellery) and songs

· Hawks Classroom – Viking role play and songs (wearing clothes and jewellery).

· Falcons Classroom – Display of art, food, examples of work etc

**Physical Education**

Swimming and Water Safety

Running & Jumping

Throwing & Catching

Flexibility, Technique, Control and Balance

Co-ordination, Agility & Strength

Movement & Pattern

Healthy & Active Lifestyle

**Computing**

Finding Things Out

Making Things Happen

Programming

Sharing & Reviewing

Investigating & Exploring

**Art & Design**

Drawing

Painting

3D Modelling

Printing

Textiles

**Design & Technology**

Design

Make

Evaluate

Axis, Pulleys and Gears

Electrical and Mechanical Components

Food Technology

Mechanisms

Structures

Textiles

**Geography**

Geographical Enquiry

Geographical Skills & Fieldwork

Location & Place Knowledge

Human and Physical

Sustainability

**History**

Finding Out About the Past (Enquiry)

Finding Out About the Past (Chronology)

Historical Events

Lifestyles of People in the Past

Significant People in the Past

**Religious Education**

Learning about Religion

Learning from Religion

**Modern Foreign Languages**

Listening and Responding

Speaking

Writing

**Music**

Play and Perform

Improvise and Compose

Listen and Understand

Musical Notation (KS2)

History of Music

**PSHE**

Health & Wellbeing

Relationships

Living in the Wider World

**Speaking and Listening**

**Reading**

Word Reading

Comprehension

**Writing**

Phonics and Spelling

Punctuation

Vocabulary

Sentence and Text

Handwriting and Presentation

Composition

Story

Information

Poetry

**Science**

Working Scientifically – Planning

Working Scientifically – Recording Evidence

Working Scientifically – Conclusions

Plants

Animals, including Humans

Life Processes

All Living Things

Habitats

Everyday Materials

Changing Materials

Light and Sound

Electricity

Forces and Magnets

**Mathematics**

Problem Solving

Communicating

Reasoning

Number and Place Value

Mental Maths

Operations – Addition

Operations – Subtraction

Operations – Multiplication

Operations – Division

Fractions and Decimals (KS1)

Fractions, Decimals and Percentages (KS2)

Algebra (KS2)

Ration and Proportion (KS2)

Geometry – 2D Shapes

Geometry – 3D Shapes

Position and Direction (KS1)

Position and Movement (KS2)

Measures – Length

Measures – Mass

Measures – Capacity & Volume

Measures – Time

Statistics – Processing and representing data

Statistics – Interpreting data

|  |
| --- |
| **Writing Genres** |
| Story | Debate | Balanced argument | Instructions  |
| Newspaper reports | Letters / Diary | Play Scripts/ Poetry | Recount |
| Persuasive | Explanation/Non Chron | Biography | Autobiography |

**Term:** Autumn 2020 **Phase:** 5/6 **Teachers:** Mrs Bagwell, Mrs Billington, Miss Wilson, Mrs Jones and Mrs McEvilly

**Are we any better?**

|  |
| --- |
| **Texts**  |
| Beowoulf Poem | How to train your dragon by Cressida Cowell | Odd and the frost giants by Neil Gatman | Arthur and the Golden Rope by Joe Todd Stsnton |

**KEY EVENTS:**

* Sensational Starter day
* Class assemblies
* Christmas market
* Rossall
* Open afternoon

**English Writing:**

-write effectively for a range of purposes and audiences, selecting language and vocabulary that shows a good awareness of the reader.

-Poetry- To understand the different types of poems (kennings, rhyming couplets) with features focused around the Anglo-Saxons and Vikings. (history link)

-Non-Chronological report based on a key historical place including all the correct features (history and geography link)

-To write a newspaper report based on a significant historical event including all the correct features (history and geography link)

-Narrative and description (myths and legends) – linked to topic (history and geography link) key features (cohesion within and across paragraphs, varied use and accurate use of punctuation, correct use of tense, synonyms, expanded noun phrases, sentence starters, parenthesis to add more description)

SPaG:

* Use a range of punctuation
* Spell some words from the 5/6 spelling list
* **Question analysis from MOCKS per class.**

**English Reading:**

Guided and Shared Reading (groups and whole class)

- Read and respond to both fiction and non-fiction

- Inference, predictions and summarising about the text

- skimming and scanning to locate answers and find clues

- understanding and finding synonyms and antonyms for words

- identifying one piece of evidence to support a point to then explain

- preparing reading and research from a range of sources to support writing (history and geography link)

- learning different types of poems by heart (history and geography link)

**-SUPPORTING ANSWERS WITH EVIDENCE FROM THE TEXT**

**Question analysis from MOCKS per class.**

**MATHS- Each class will teach from their MOCK question analysis.**

Place value (read, write, order and compare numbers up to 10,000,000 including negatives, rounding, finding more and less, multiples, factors and prime)

- 4 operations (written methods, missing numbers, mental)

**-**Fractions (add and subtract with same and different denominators, mixed numbers, equivalent fractions, compare and simplify

**-** Fluency, reasoning and problem solving

**HISTORY**

To know and sequence key events of time studied. To use relevant terms and period labels. To make comparisons between different times in the past.

Y6 To place current study on time line in relation to other studies. To use relevant dates and terms. To sequence up to 10 events on a time line.

Both years 5 and 6 To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. To compare beliefs and behaviour with another time studied. To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. To know key dates, characters and events of time studied. To compare accounts of events from different sources – fact or fiction. To offer some reasons for different versions of events, presenting evidence to support this with some support.

Y6 To link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. To be aware that different evidence will lead to different conclusions. To confidently use the library and internet for research.

To link sources and work out how conclusions were arrived at. To consider ways of checking the accuracy of interpretations – fact or fiction and opinion. To be aware that different evidence will lead to different conclusions. To confidently use the library and internet for research.

Y6 To recognise primary and secondary sources. To use a range of sources to find out about an aspect of time past. To suggest omissions and the means of finding out. To bring knowledge gathered from several sources together in a fluent account.

**GEOGRAPHY**

 Y5 and Y6 I can consider our place in the world whilst: On a world map, I can locate the main countries in Africa, Asia and Australasia/Oceania.

To compare the area of Danelaw with the current division of land into counties, cities and towns. Consider the historical significance of place names. In addition, year 6 will show an understanding of how places evolve over time.

To understand about types of settlements in Viking and Anglo-Saxon Britain linked to History.

To compare with modern day – both physical and human geography must be commented on. Y6 compare and contrast. A more detailed and independently presented response expected for year 6 children.

To look at maps relating to the Anglo-Saxon and Viking period and compare with modern maps. Y6 compare and contrast with modern maps.

Use 4 figure grid references.

**RE -**

**Hinduism - Is there one journey or many?** -Discuss the special milestones that we might celebrate during a person’s lifetime. -Discuss how our rights, responsibilities and relationships with others might change as we go through life. -Describe and explain the four ashramas (stages of life) in the life of a Hindu. -Explain how belief in reincarnation might affect the way in which a Hindu might view the ‘journey of life’. Ask and respond thoughtfully to questions about their own journey of life.

**Christianity – God - How do Christians mark the ‘turning points’ on the journey of life?** -Discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life. -Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies. -Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God. -Ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change. -Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life.

**PE**

**-** **Indoor Athletics** To develop running skills in isolation, develop throwing skills, to explore combining jumping actions, to develop jumping skills and to perform running, jumping and throwing skills in athletic type events,

**- Dance** To create their solo dance, to explore and create a group dance based current topic, to create a duet with a partner and make decisions to improve it, to learn and practice dance performance skills, to learn how to contrast a dance including a range of directing skills, and to demonstrate all previous dance performance and choreography.

**- Football** accept responsibility when working as part of a team, apply a range of skill and tactics, collaborate as a team when defending and attacking, develop sport specific skills with control and precision, travelling skills,

**- Netball** develop consistency in shots, developing consistency in playing with different types of throws, develop an understanding of attack, develop an understanding of defence, to understand the principle of shooting, evaluate performance and choose and apply tactics in a netball like game

**COMPUTING**

Y5 To use and practise their word processing skills in a range of contexts To use email as a communication tool to collaborate with other pupils e.g. to work together on a project To know that files can be send via email as attachments To send a picture or document as an attachment To know that email can be sent or copied to more than one person To know that an email can be forwarded to another person To begin to be aware that computer viruses can be sent via email To be aware of email safety rules To select, use and combine a range of software and use a wider range of devices to create a variety of digital assets such as programs, systems, databases, spreadsheets and multimedia content for a defined purpose.

Y6 To use and practise their word processing skills in a range of contexts To use email as a communication tool to collaborate with other pupils To be aware that computer viruses can be sent via email To be aware of email safety rules

To design and create a range of digital assets such as programs, systems and multimedia content for a defined purpose and audience.

**MUSIC** Demonstrate an understanding of the history of and learn different songs and melodies from Anglo-Saxon and Viking music.

· Explore and compare a variety of contrasting sounds, recognising where the texture varies.

· Make suggestions of how inter-related dimensions can be enhanced with musical structures to communicate different moods and effects – link ideas to different facts learnt about Anglo-Saxons and Vikings e.g. battles, farming, home life and how the moods and tempo would change to create excitement or fear.

· Embed musical vocabulary to express changes within music using various Italian musical terms such as crescendo, diminuendo, forte and piano.

· Create own piece of music to reflect learning and understanding of the Anglo-Saxon and Viking era. Composing different moods and use dynamic levels such as accents showing sudden loud or quiet notes.

· Use poems and stories created through English units to create song lyrics that reflect this understanding further.

· Independently sing songs, speak chants and rhymes in unison and two parts, with increasing diction, control of pitch, a sense of phrase and musical expression. Perform a variety of repeated rhythmic patterns on percussion instruments.

**SMSC/ PSHE / BRITISH VALUES-**

* To explain what their special and unique qualities are
* Relationships
* Mutual respect
* Rule of law
* Individual liberty
* Tolerance of different faiths and beliefs
* Discuss anti-social behaviours

**MFL – All About Me/Let’s Go Shopping.** Children will be able to: Listening - Understand the main points from a short-spoken passage made up of familiar language in simple sentences – description of another child/shopping announcements (authentic sources) Speaking - Ask and answer simple questions and talk about their interests, describe a picture, communicate with others – interview a partner about their life, say the shopping list aloud. Reading - Understand the main point(s) and some of the detail from short written texts or passages in clear printed script, include opinions – read an email from a friend about themselves, an opinion of an item bought. Writing - Write a few short sentences, paragraph (with support) using expressions which they have already learnt – a simple email message about themselves, write your own shopping list, write a description of an item of clothing you bought.

**ART**

By focussing on one part of the face / body at a time build up to producing an increasingly accurate drawing of a person. This can be linked to other topics.

To use specific colour for purposes. Link to English units, how is colour used to present, analyse how it affects an audience.

Explore and consider hue, tint, tone, shade and mood. How do these effect the overall image of a picture?

**SCIENCE-** Compare and group together everyday materials on the basis of their properties, providing detailed explanation for grouping, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

· Know and explain why some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

· Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

· Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

· Demonstrate that dissolving, mixing and changes of state are reversible changes.

· Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

· Explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes.

· Explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda.

**DT**

To develop skills in using different tools and equipment safely and accurately to make a piece of Anglo-Saxon jewellery

To cut and join with accuracy to ensure a good quality finish to an Anglo-Saxon tunic.

Use a template to cut accurately, join by sewing 2 pieces together to create a tunic.

To plan, make and evaluate their tunic and piece of jewellery against original design specification.

To record their evaluations using drawings with labels

When completing food tech element weigh and measure accurately (time, dry ingredients, liquids).

Apply the rules of basic hygiene and other safe practices (oven use etc).

**NON-NEGOTIABLES**

**-** Food Technology

- Practical Science Experiments

- English unit (reading and writing) evident and embedded throughout the week.

**OUTDOOR LEARNING**

 -OAA for SPaG,

- Outdoor classroom day

- Maths

- Geography

- History