

Year group: 5 Term: Spring 2

Focus Subject: History

BIG Question: Who were the Anglo-Saxons and who did they trade with?



Educate
Protect
Love
Serve

Key Vocabulary: Anglo-Saxon, Venerable Bede, Vikings, invasion, attacks, England, Gildas, kingdoms, Wessex, Mercia and Northumbria Christian St. Augustine St Cuthbert, Lindisfarne, King Alfred the Great

Practise at Home:

- Homework grid
- Spellings
- Maths and English tasks weekly
- IXL

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Hillfort

Relationships and Health Education: Continuing from the NSPCC resources used in LKS2, this session presents the digital world as one that children need to take steps to stay safe in, just like the real world. This session focuses children making safe and sensible decisions about what content to share or not share, including photos, passwords and other personal information. Children will discuss how this can be damaging and dangerous, and will devise rules to remember to keep themselves safe.

As Musicians, we will: This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.

DT: As designers, we will: how well products meet user needs and wants why ingredients have been chosen that food ingredients can be fresh, pre-cooked and processed. Know some ways to prepare ingredients safely and hygienically. Have some basic knowledge and understanding about healthy eating and the 'Eatwell Guide'. gather information about the needs and wants of particular individuals and groups develop their own design criteria and use these to inform their idea.

RE: as theologians, we will:

Topic 5: Eucharist – relating

Area of Study 1: Knowing and loving God, the Scriptures, the Trinity, Jesus of God, the Holy Spirit

Area of Study 2: What is the Church? One and holy, Catholic

Area of Study 3: Liturgy, Sacraments, Eucharist, prayer

Area of Study 4: The dignity of the human person, the human community, love of God, love of neighbour

Topic 6: Lent/Easter – Giving

Area of Study 1: Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God, the Holy Spirit

Area of Study 2: What is the Church? One and holy, Catholic

Area of Study 3: Liturgy, prayer

Area of Study 4: The dignity of the human person, the human community, love of God, love of neighbour



Science: As scientists, we will:

- Know that 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



English: As readers and writers, we will:

Read easily, fluently and with good understanding. Develop the habit of reading widely and often, for both pleasure and information. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Appreciate our rich and varied literary heritage. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

PE: As athletes, we will:

Can you create space and make good decisions when to pass, dribble or shoot to make the most points for your team and change your position within team formation?

Can you decide when it is best to pass around the defenders or take them on, and can you play a position in a team?

Maths: As mathematicians, we will:

Children will begin this unit developing their understanding of how to find equivalent fractions by simplifying and expanding and how equivalent fractions represent the same number differently. Children will learn to convert between mixed numbers and improper fractions and will learn how to use these in real-life contexts, using pictorial representations to demonstrate their understanding. Using these fractions, children will investigate and complete number sequences and compare and order two or more fractions. Finally, children will learn how fractions represent division calculations and will use this, with their understanding of equivalent fractions, to find efficient methods of solving division calculations. Children will investigate how remainders in division calculations can be represented as fractions and how this can be used in context to answer real-life problems accurately

MFL: As linguists, we will learn: Saying what I and others do.

Saying how many and describing things Phonics: the SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai] Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)

Art

- That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes.
- That artists often work outside (plein air) so that all their senses can be used to inform the work.
- That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things "wrong".
- We can share our artistic discoveries with, and be inspired by each other.

Geography: As geographers, we will:

- N/A this half term

Computing: As programmers, we will:

Learners will be introduced to video as a media format. They will see examples of videos featuring production and editing techniques that they will work towards using their own videos. Learners will begin by explaining what the medium of video is before analysing and comparing examples of videos.

- **History: As historians, we will:** Learn to ask high-quality historical questions.
- Locate key periods on a timeline; showing how they overlap.
- Use a map showing 5th Century cemeteries, testing hypothesis and producing their own hypothesis
- Make use of local examples of Saxon churches.
- Learn that historians have to be careful when using sources; some deliberately exaggerate and have been written for a particular purpose.
- A lack of sources can distort our view of the past.
- That historians' interpretations can give too positive a view of a person in history if they use sources uncritically.

Dates	W/C 20 th Feb	W/C 27 th Feb	W/C 6 th March	W/C 13 th March	W/C 20 th March	W/C 27 th March
Events	Mass 22 nd Feb Jo visit – 23 rd Feb Geography cluster meeting 23 rd Feb	Come and see twilight Lent/Easter 28 th CAFOD national assembly 3 rd Feb	ECT 7 th March			
Class novel: Whole class reading	Wonder	Wonder	Wonder	Wonder	Wonder	Wonder
Genre:	Non-fiction – diary entry	Non-fiction – diary entry	Fiction – finding tale	Fiction – finding tale	Fiction – finding tale	Fiction – finding tale
English	<p>Text: Alma (literacy shed)</p> <p>Cold write (diary entry)</p> <p>LQ: Can I identify the key features of a diary entry?</p> <p>LQ: Can I draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose?</p> <p>LQ: Can I write a diary entry, or series of entries from the perspective of a fictional character, inclusive of key features?</p>	<p>Text: Alma (literacy shed)</p> <p>LQ: Can I plan my diary entry?</p> <p>LQ: Can I independently write a diary entry?</p> <p>plan</p> <p>First draft</p> <p>Edit</p> <p>Final draft</p>	<p>Text: The Viewer</p> <p>LQ: Can I learn a model finding tale?</p> <p>Features</p> <p>Story map</p> <p>Action and role play</p>	<p>Text: The Viewer</p> <p>LQ: Can I innovate a finding tale?</p> <p>Box up</p> <p>Plan</p> <p>Change elements of model text</p>	<p>Text: The Viewer</p> <p>LQ: Can I Invent my own finding tale?</p> <p>Plan</p> <p>First draft</p>	<p>Text: The Viewer</p> <p>LQ: Can I use editing to improve my writing?</p> <p>Edit</p> <p>Published piece</p>
Spelling	Spelling shed	Spelling shed	Spelling shed	Spelling shed	Spelling shed	Spelling shed
Grammar	<p>GPS Focus</p> <p>Fronted adverbials</p> <p>Possessive apostrophes</p>	<p>GPS Focus</p> <p>Descriptive writing</p> <p>Opinion and facts</p> <p>Time conjunctions</p> <p>Inverted commas</p>	<p>GPS Focus</p> <p>Determiners</p> <p>Simple, compound and complex sentences</p> <p>Coordinating conjunctions</p> <p>Subordinating Conjunctions</p>	<p>GPS Focus</p> <p>Subordinate clauses</p> <p>Relative clauses</p> <p>Parenthesis</p>	<p>GPS Focus</p> <p>Commas for clarity</p> <p>Cohesive devices</p>	<p>GPS Focus</p>

<p style="text-align: center;">Maths</p>	<p>Focus: Unit 8: Fractions (1)</p> <p>Equivalent fractions</p> <p>Converting improper fractions to mixed numbers</p> <p>Converting mixed numbers to improper fractions</p> <p>Number sequences</p> <p>Arithmetic</p>	<p>Focus: Unit 8: Fractions (1)</p> <p>Comparing and Ordering fractions (1)</p> <p>Comparing and Ordering fractions (2)</p> <p>Fractions as division (1)</p> <p>Fractions as division (2)</p> <p>Arithmetic</p>	<p>Focus: Unit 9: Fractions (2)</p> <p>Adding and subtracting fractions with the same denominator.</p> <p>Adding and subtracting fractions (1)</p> <p>Adding and subtracting fractions (2)</p> <p>End of unit assessment</p> <p>Arithmetic</p>	<p>Focus: Unit 9: Fractions (2)</p> <p>Adding fractions (1)</p> <p>Adding fractions (2)</p> <p>Adding fractions (3)</p> <p>Subtracting fractions (1)</p> <p>Arithmetic</p>	<p>Focus: Unit 9: Fractions (2)</p> <p>Subtracting fractions (2)</p> <p>Subtracting fractions (3)</p> <p>Subtracting fractions (4)</p> <p>Problem solving – mixed word problems (1)</p> <p>Arithmetic</p>	<p>Focus: Unit 9: Fractions (2)</p> <p>Problem solving – mixed word problems (2)</p> <p>End of unit assessment</p> <p>Focus: Unit 10: Fractions (3)</p> <p>Multiplying fractions (1)</p> <p>Multiplying fractions (2)</p> <p>Arithmetic</p>
<p style="text-align: center;">Science</p>	<p>LQ: What makes something pure?</p> <ul style="list-style-type: none"> Define a pure substance Give examples of pure substances Explain how we can tell if something is pure or not 	<p>LQ: What makes something a mixture?</p> <ul style="list-style-type: none"> Know what a mixture is Give examples of mixtures of substances from the same state of matter Give examples of mixtures of substances from different states of matter 	<p>LQ: What is a formulation?</p> <ul style="list-style-type: none"> Describe what a formulation is and give examples Explain why formulations are useful 	<p>LQ: How can we separate mixtures into pure substances?</p> <ul style="list-style-type: none"> Describe how to remove large solids from a mixture Describe how to remove insoluble substances from a mixture Describe how to remove soluble substances from a mixture 	<p>LQ: How can you separate a mixture of sand, salt and water?</p> <p>INVESTIGATION OPPORTUNITY</p> <ul style="list-style-type: none"> Define 'solution', 'solute', 'solvent', 'soluble' and 'insoluble' Describe how to use filtration to separate some mixtures Describe how you can use evaporation to separate some mixtures 	<p>LQ: How can we separate river water into separate substances?</p> <p>EXPERIMENT - FUNNEL</p> <ul style="list-style-type: none"> Separate substances in river water Evaluate the method for separating substances in river water Suggest how an environmental scientist could check the water quality in a river

<p>RE</p>	<p>LEARNING FOCUS 4: The Eucharist is a Sacrifice.</p> <p>Activity</p> <p>Over 2000 years after Jesus' Death and Resurrection, his words and the memory of his sacrifice are being kept alive through the celebration of the Eucharist. Discuss the meaning of this for Christians and give reasons why their lives may be shaped by this.</p> <p>Illustrate the words of one of these responses using pictures or symbol supported text.</p> <p>LEARNING FOCUS 5: Eucharistic Prayer II.</p> <p>Activity</p> <p>Look at the words of the 'Holy, Holy' or listen to John Burland's Mass of Unity. Discuss the significance and meaning of this prayer saying why it is sung at this part of the Eucharistic celebration and giving reasons for this.</p> <p>Compose your own prayer of remembering and thanking Jesus.</p>	<p>LEARNING FOCUS 6 Sacrifice in Daily Life.</p> <p>Activity</p> <p>Explore: 'How and why Christians today live out what Jesus asked of his disciples at the Last Supper?' Record this in any format you choose.</p> <p>RESPOND</p> <p>Create class liturgy.</p>	<p>Explore</p> <p>In groups, make lists of reasons for giving, for not giving and the cost of giving. Show how feelings and beliefs can influence decisions about giving. Discuss these and draw conclusions. Share your findings with the class.</p> <p>LEARNING FOCUS 1: Lent, the opportunity to turn away from evil.</p> <p>Activity</p> <p>Make your own Lenten calendar showing how you will spend the forty days of Lent preparing for Easter. Leave a blank square at the end of each week to fill in after reflecting on your actions giving reasons for how they have shaped your life and the lives of others.</p>	<p>LEARNING FOCUS 2: The betrayal of Jesus by Judas Iscariot.</p> <p>Activity</p> <p>Use the Judas' betrayal activity cards from the <i>Come and See</i> website. Sift through the motives and rank them in order of what you think might have happened. Write one idea yourself. Take part in a class discussion afterwards to argue which you thought was the true motive.</p> <p>LEARNING FOCUS 3: The arrest of Jesus.</p> <p>Activity</p> <p>Explore any of the paintings <i>The Agony in the Garden</i> by Bellini, <i>The Agony in the Garden</i> by El Greco, or <i>Agony in the Garden</i> by Andrea Mantegna. Compare the pictures with a Gospel account (Luke 22: 39-46, Matthew 26: 36-48; Mark 14: 32-46). What do you think are the similarities and differences? Which gospel account do you think influenced the artist the most? Reflect quietly on the painting.</p>	<p>LEARNING FOCUS 4: The sacrifice of Jesus.</p> <p>Activity</p> <p>What difference does Jesus' sacrifice make to Christians? Discuss the impact this has had on shaping the lives of Christians. Research the lives of people who have sacrificed their lives because of their beliefs. Present this as a PowerPoint, speech or magazine article.</p> <p>LEARNING FOCUS 5: Good Friday – the crucifixion.</p> <p>Activity</p> <p>Compose a prayer or reflection which gives thanks for Jesus' sacrifice.</p>	<p>LEARNING FOCUS 6: Easter Sunday</p> <p>Activity</p> <p>Design a religious Easter card depicting the Good News of the Risen Christ and giving reasons for your choice of words and symbols. Inside the card, include a suitable quote from Scripture and a greeting to share with others.</p> <p>RESPOND</p> <p>Create class liturgy.</p>
<p>Music</p>		<p>Musicianship options</p> <p>listening</p>	<p>singing</p> <p>playing</p>	<p>Composing and improvising</p>	<p>Performing</p>	

<p>Art</p>	<p>LQ: How do artists respond to land and city scapes?</p> <p>Pupils will be introduced to two different artists who are inspired by the land and city where they live. Pupils will see how artists involve different materials and media. Pupil will respond to the work of artist through class discussion and in their sketchbooks. They will compare the artists and identify things which might be of interest to them in their own work.</p> <p>https://www.accessart.org.uk/talking-points-vanessa-gardiner/</p> <p>https://www.accessart.org.uk/talking-points-shoreditch-sketcher/</p>	<p>LQ: How can I experiment with paper sizes to make my sketchbook more interesting?</p> <p>Pupils will extend bought or made sketchbooks by adding concertina pages. They will add pages of different sizes and ratios using cartridge paper or neutral sugar paper so that a variety of media can be used next week. They make some pages long and thin and others fat and wide.</p> <p>https://www.accessart.org.uk/making-spaces-and-places/</p>	<p>LQ: How can I used mixed media to capture the spirit and energy of a place?</p> <p>Pupils will be introduced to a plein air painter. They will respond to the work of the artist through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of the things that they see and note down their thoughts and feelings. Pupils will work in their sketchbooks outside with the emphasis being on exploration and experimentation. They will discover how they can use different combinations of media to capture the energy and spirit of an outdoor space through a set of drawing challenges.</p> <p>https://www.accessart.org.uk/talking-points-kittie-jones/</p>	<p>Continue</p> <p>https://www.accessart.org.uk/talking-points-saoirse-morgan/</p> <p>https://www.accessart.org.uk/visual-notes/</p>	<p>Continue</p> <p>https://www.accessart.org.uk/mixed-media-landscape-challenges/</p>	<p>LQ: How can I reflect on my exploration?</p> <p>Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or I pads.</p> <p>https://www.accessart.org.uk/making-a-backwards-sketchbook/</p> <p>https://www.accessart.org.uk/crit/</p>
<p>DT</p>	<p>.</p>	<p>LQ: Can I combine ingredients? making healthy pancakes</p>	<p>LQ: Do I understand the purpose of the food industry?</p>	<p>LQ: Can I combine ingredients? making bread.</p>	<p>LQ: Can I design my own dish to reflect a culture or celebration.</p>	<p>LQ: Can I create my own dish to reflect my chosen culture or celebration?</p>
<p>PE</p>	<p>Go Active AC - Football</p>	<p>Go Active AC - Football</p>	<p>Go Active AC - Football</p>	<p>Go Active AC - Football</p>	<p>Go Active AC - Football</p>	<p>Go Active AC - Football</p>
<p>Computing</p>				<p>Creating a paper-based database</p> <p>https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases/creating-a-paper-based-database Computer databases</p> <p>https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases/computer-databases</p>	<p>Using a database</p> <p>https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases/using-a-database</p> <p>Using search tools</p> <p>https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases/using-search-tools</p>	<p>Comparing data visually</p> <p>https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases/comparing-data-visually</p> <p>Databases in real life</p> <p>https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases/databases-in-real-life</p>

<p>History or Geography</p>	<p>LQ: Why did the Saxons invade? Push or pull?</p> <p>A fun thinking skills activity in which pupils infer from visual clues before moving on to analyse a range of influence cards and evaluate a video before coming up with their own explanation for the Anglo-Saxons invasion.</p>	<p>LQ: Where did the early Anglo-Saxons live and how do we know?</p> <p>Children test some simple hypotheses about where the early Anglo-Saxons settled. They start with some very straightforward statements to make sure they know how to use a map key. To make this fun they have to make a different noise for true and false, using whatever instruments you want or silly vocal sounds. Then follow 8 new statements which are more challenging. The lesson finishes with pupils trying to make a statement about settlement of their own.</p> <p>The mystery of the empty Saxon grave</p> <p>This highly engaging lesson places pupils in the role of detectives. After a short briefing they have to work out the significance of the various clues found in the bodiless ship burial. They then use their deductive power to work out which of 4 suspects is most likely to have been the owner. All this is interspersed with a stunning British Museum slideshow and video clips. The lesson ends with pupils annotating an image of the Saxon king showing how they arrived at their conclusion.</p>	<p>LQ: How did peoples' lives change when Christianity came to Britain and how can we be sure?</p> <p>The first part of this two-part session looks at how it happened, the second at how we know. The early part asks pupils to grasp the narrative of events within a timeline from Roman times to the start of the 8th century which they consolidate by sequencing events. They then consider the speed and extent of the change to Christianity. In the second part, pupils work collaboratively to interrogate a range of sources to see which ones historians use to substantiate the statements they make. Great ideas for differentiation ensure that there is just the right amount of challenge and support for individuals to make good progress with their learning</p>	<p>LQ: How did the Vikings try to take over the country and how close did they get?</p> <p>This task encapsulates the struggle between the Anglo-Saxons and the Vikings in an engaging way that really makes pupils think about the dynamics of the conflict – rather than ‘one damn event and treaty after another’. By using a technique called living (or fortunes) graph, pupils have to work collaboratively to create and then analyse a visual representation of the struggle. By making the shape themselves they are far more likely to understand and remember it.</p>	<p>Alfred and Guthrum: 878 the year things changed</p> <p>Following a lively, interactive and illustrated story-telling session, reinforced by a sequencing activity, pupils consider the reasons for Alfred’s success in 878, against the odds, before considering the significance of the year in the overall struggle between the Vikings and Alfred’s Anglo-Saxons.</p> <p>LQ: Alfred the Great. How great was he?</p> <p>pupils are asked to critique and then improve the BBC children’s website entry for Alfred the Great. But first they need to see how history has commemorated Alfred and then carry out some research for themselves.</p> <p>This lesson offers plenty of opportunities to develop two key concepts: interpretations and significance. Pupils learn that historians have to be careful when using sources: some deliberately exaggerate and have been written for a particular purpose</p>	<p>LQ: How effective was Anglo-Saxon justice?</p> <p>Pupils work in groups to create a series of short dramatic enactments, each of which illustrates a way of keeping law and order / punishments meted out in Saxon times. These are then summarised before giving the real-life case of Edgar for them to decide how he should be punished. By way of stretch and challenge, pupils are asked to think of the different principles that underlay the punishments: revenge, loyalty etc. They conclude by designing an illustrated double-page spread for a school textbook and deciding which methods of keeping law and order were most effective.</p> <p>LQ: Just how dark were the ‘Dark Ages’, really?</p> <p>Pupils design a two-sided paper plate on which they record the arguments used in the debate about the ‘Darkness’ of Saxon Britain. On one side they show the enlightened side of Saxon society. On the other, covered in black paper to represent the Dark side they record reasons why the Saxons might be perceived in this way. Initially pupils generate their own ideas, drawing on their growing knowledge from the previous six enquiries, then they are shown a set of visual clues before completing a spectrum activity using pre-prepared ideas. When creating their final product, pupils show their own judgement by recording their ideas in captions/textboxes, the size of which reflects the significance of the argument.</p>
<p>PSHE/ RSE</p>	<p>Sharing Isn't Always Caring</p>	<p>Session 2: Cyberbullying</p>	<p>45-60 minutes 45-60 minutes 45-60 minutes 45-60 minutes</p>	<p>Session 4: Impacted Lifestyle</p>	<p>Session 5: Making Good Choices</p>	<p>Session 6: Giving Assistance</p>