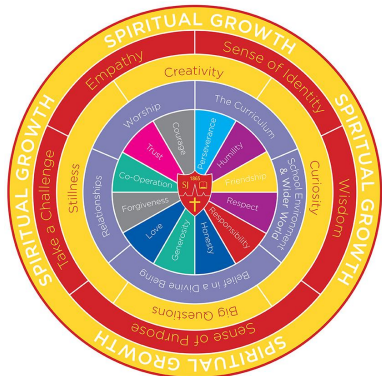


Year 5, Term 1: Exploring the Anglo-Saxon Era - Part 1

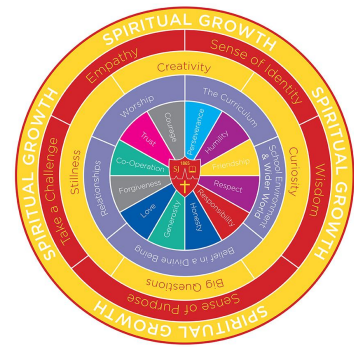


Theme Intent:
Our history focus will shine upon the Anglo Saxons; understanding where they came from, their place in chronology and their links to Christianity. We will be making connections between them and other periods in history, and our sense of identity in the UK as we know it now.

We will explore narrative and persuasive writing and use our P4C skills to make further connections and explore ideas about our world in greater depth.

Our value for the term is **GENEROSITY/COOPERATION** and through this we will think about, and understand more about, our place and relationships and how we can be purposeful within the wider school community.

| | | | |
|--|---|---|---|
| <p>WRITING: Main Outcomes: Narrative writing – legend – Model text - Beowulf – Mini outcomes Letter of advice, diary entry, dialogue, character and setting description Poetry – Free verse – Inspired by Maya Angelou Karl Nova</p> | <p>READING: Rooftoppers</p> <p>Guided Reading – Ashley Booth - pop songs Where is the Love? Cats in the Cradle Piece by Piece Titanium Alive Elastic Heart</p> | <p>MATHS: Number and place value (representing 5 and 6 digit numbers, rounding, negative numbers and roman numerals). Decimals (write compare and order numbers up to thousandths). Geometry (3D shapes)</p> | <p>MFL: German Can I hold a simple conversation with at least 4 exchanges? Can I use my knowledge of grammar to speak correctly? Can I understand a short story or factual text and note the main points? Can I use the context to work out unfamiliar words? Can I write a paragraph of 4-5 sentences? Can I substitute words or phrases?</p> |
| <p>SPAG: relative clauses, modal verbs, use of commas to clarify meaning or avoid ambiguity, use of expanded noun phrases, use of conventions of dialogue,</p> | | | |
| <p>SCIENCE: Materials and changes Can I explain how a material dissolves to form a solution; explaining the process of dissolving? Can I describe and show how to recover a substance from a solution? Can I explain how some materials can be separated e.g. through filtering, sieving and evaporating? Can I demonstrate that some changes are reversible and some are not? Can I explain how some changes result in the formation of a new material and this is usually irreversible? Can I explain about reversible and irreversible changes?</p> | <p>COMPUTING: Can I use search technologies effectively? Can I evaluate digital content? Can I explain how results are selected and ranked? Can I use advanced search functions in Google, eg. quotations? Can I understand the validity of some websites, especially those that are made by users (Wikipedia - link to E-Safety)?</p> | <p>HISTORY: Can I use a timeline to show when the Anglo-Saxons were in England? Can I describe events from the past using dates when things happened? Can I draw a timeline with different historical periods showing key historical events of lives of significant people? Can I say where the Anglo-Saxons came from? Can I share that the Anglo-Saxons were farmers? Can I understand that the Anglo-Saxons gave us many of the words that we use today? Can I understand the link between Anglo-Saxons and Christianity?</p> | <p>MUSIC: Can I sing with expression and control and know how to sustain phrases, breathing at the right time in songs? Can I notate my ideas using graphic notation? Can I play class and / or own instrument with control and accuracy, maintaining my own part, including harmony and chords?</p> |
| <p>DT: Can I make a textile product using a range of stitches? Can I come up with a range of ideas after collecting information from different sources? Can I use a range of tools and equipment competently? Can I make a prototype before I make a final version? Can I evaluate appearance and function against original criteria?</p> | <p>P.E.: Personal Cog</p> <p>Real PE Unit 1</p> <p>Real Gym Unit 1</p> <p>Can I persevere with a task and improve my performance through regular practice?</p> | <p>R.E.: 2.1 What does it mean for Christians to believe that God is holy and loving? Make Connections: Can I weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own?</p> | <p>P.S.H.E: SCARF – Healthy Relationships</p> |



Year 5, Term 2: Who was the king of the castle? Exploring the Anglo-Saxon Era - Part 2

WRITING: Non-Chronological report – model text-**Arthur and the Golden Rope** – OUTCOME newspaper report / non chronological report

READING:
Guided Reading - Ashley Booth – Children’s Classics

MATHS:
Addition and Subtraction (efficient mental strategies, column addition and subtraction incl. decimals), Multiplication and Division: Properties of Number (multiply and divide by 10, 100, 1000; factors, multiples and primes; square and cube numbers)

R.E.:
2.8 What does it mean to be a Muslim in Britain today? Understand the impact: Can I make clear connections between Muslim beliefs and ibadah? (e.g. Five Pillars, festivals, mosques, art)

SPAG:
Inverted commas for direct and reported speech, Commas, dashes and brackets for parenthesis, relative clauses, adverbials, tense - present

SCIENCE:
Materials and changes
Can I compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity (electrical & thermal) and response to magnets)?
Can I give evidenced reasons why materials should be used for specific purposes?

ART:
Can I identify and draw objects and use marks and lines, to produce texture?

Can I use images which I have created, scanned and found; altering them where necessary to create art?

History:
Can I describe events from the past using dates when things happened?
Can I describe at least two significant Anglo-Saxons?
Can I draw a timeline with different historical periods showing key historical events of lives of significant people? Athelstan and Alfred the Great.
Can I describe how an event or events from the past has shaped our life today?

MFL:
German
Can I hold a simple conversation with at least 4 exchanges?
Can I use my knowledge of grammar to speak correctly?
Can I understand a short story or factual text and note the main points?
Can I use the context to work out unfamiliar words?
Can I write a paragraph of 4-5 sentences? Can I substitute words or phrases?

P.E.: Social Cog

REAL PE Unit 2

REAL Dance 1

Can I cooperate well and give helpful feedback?
Can I help organise roles and responsibilities, and guide a small group through a task?

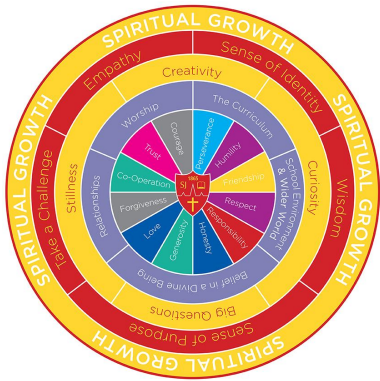
Music:
Can I improvise and develop ideas short composition (hook)?
Can I describe and identify the structure of songs, using music vocabulary?

COMPUTING:
Can I identify that a vector drawing comprises separate objects?
Can I add, select, duplicate and modify objects in a vector drawing?
Can I recognise that objects can be modified in groups?

P.S.H.E:
Scarf plans – Relationships - feelings and emotions

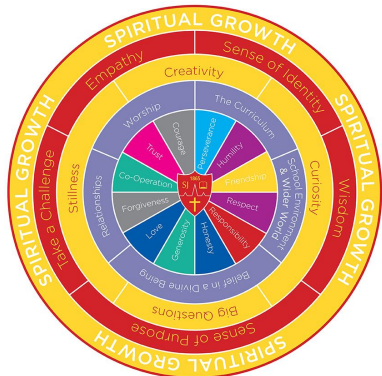
Theme Intent: Building upon last term, the children will take a closer look at key individuals within the Anglo-Saxon era – exploring their influences and power – using Oracy 21 skills to debate who ultimately was the supreme leader! This will take us to the Battle of Hastings and the end of the Anglo-Saxon strong hold within Britain. Within Science, we will continue our work on investigating different materials and their properties.

Our value this term is LOVE/TRUST, thinking about how every single one of us matters and how we can positively affect those around us.



Theme Intent:
 Behind the value of **HONESTY** our topic turns to ancient history, understanding its importance and influence.
 We will use other subjects to develop our understanding of the world around us and appreciating what everyone and everything has to offer.
 Rules, Rights and Responsibilities will be spoken about; children will be sensitively challenged to reflect on their actions, thoughts and emotions, and how they contribute positively to the world around them – Growing and Inspiring for Fullness of Life.

| Year 5, Term 4: Ancient Maya | | | |
|---|--|---|--|
| <p>WRITING: Main Outcomes: Narrative poetry: The Highway Man</p> | <p>READING: Guided Reading – Ashley Booth</p> | <p>MATHS: Fractions, Decimal and Percentages (compare and order fractions, identify equivalent fractions knowing percentage and decimal equivalents of common fractions), Measurement: Length, Mass and Capacity (converting between different measurements, perimeter).</p> | <p>R.E.: U2.4 Christians and how to live - What would Jesus do?</p> |
| | | | <p>SPAG: Prepositional phrasing, adverbials, revision of word classes, figurative language for imagery, embedded clauses, cohesive devices, abstract nouns,</p> |
| <p>Science Living things and their habitats Can I comment on the life cycle of different animals, e.g., mammal, amphibian, insect bird? Can I explain the difference between different life cycles? Can I explain the process of reproduction in plants? Can I explain the process of reproduction in animals? Can I create a timeline to indicate stages of growth in humans? Can I describe changes as humans move to old age?</p> | <p>HISTORY: Can I discuss the legacy left by the Mayans? Can I talk about aspects of the daily life of the Mayans? Can I describe how Britain has had a major influence on the world? Can I describe events from the past using dates when things happened?</p> | <p>DT: Can I show that I can be both hygienic and safe in the kitchen? Can I combine ingredients to make a savoury dish? Can I produce a detailed step by step plan? Can I explain how a product will appeal to a specific audience?</p> | <p>MFL: German Can I hold a simple conversation with at least 4 exchanges? Can I use my knowledge of grammar to speak correctly? Can I understand a short story or factual text and note the main points? Can I use the context to work out unfamiliar words? Can I write a paragraph of 4-5 sentences? Can I substitute words or phrases?</p> |
| | | | <p>P.E.: Creative Cheltenham Town Football Cycling Real PE Unit 3: Can I change tactics, rules or tasks to make activities more fun and challenging? Can I response imaginatively in different situations?</p> |



Year 5, Term 5: Riding the waterways! The World of Rivers

Theme Intent:
Our value this term is
FORGIVENESS/HUMILITY.

Across all areas of learning we will be thinking about our sense of identity linking to our PSHE and valuing differences. In Geography, we will consider similarities and differences in different regions.

Our art will focus on the work of Brazilian Beatrice Milhaze, and Henri Matisse, creating our own individual interpretations of their art style.

WRITING: Main Outcomes:
Biographical writing:
Biography examples – Mae Jemison, Dame Jane Goodall, Charles Darwin, Stephen Hawking.
Book Review: Personal reading books – creation of reading rivers

SPAG: Writing in first person, opinion, present tense, revision of modal verb

Past tense, third person, pronouns, adverbials, time conjunctions, thesaurus skills, chronological writing, embedded clauses - colons, semi-colons and dashes between independent clauses, relative clauses, parenthesis,

SCIENCE:
Forces
Can I explain what gravity is and its impact on our lives?
Can I identify and know the effect of air resistance?
Can I identify and know the effect of friction?
Can I explain how levers, pulleys and gears allow a smaller force to have a greater effect?

ART:
Can I research the work of an artist and use their work to replicate a style?

Can I create an accurate print design following criteria?

READING: Twitch

Guided Reading - Ashley Booth: Explorer themes: Running Wild, The Explorer.

COMPUTING:
Can I use external triggers and infinite loops to control sprites?
Can I explain the term 'variables'?
Can I edit and add variables to a program?
Can I use conditional statements (e.g. 'when'..., 'if...then')?
Can I use loops and conditions to refine algorithms?
Can I use external inputs to control external outputs?

P.E.: Physical Cog

Multi sports and Alternative Sports

Real Dance Unit 2
Can I perform a variety of skills of skills with good body control and tension?

MATHS:
Fractions: Calculating (Adding and subtracting proper fractions and mixed numbers with denominators that are multiples, multiplying unit fractions and mixed numbers)

GEOGRAPHY:
Can I justify why a good location for a city is often near a river?
Can I demonstrate an understanding of a river's course and can sequence their features?
Can I recall many of the world's most famous rivers?
Can I apply my knowledge of the water cycle to help me understand the course of a river and its features?
Can I evaluate why ports are important and the role they play in distributing goods around the world?
Can I justify a good location for a port?

Music:
Whole class clarinet tuition 10 weeks with Gloucestershire Music

R.E
U2.9 Why is the Torah so important to Jewish people?
Make sense of belief: Can I identify and explain Jewish beliefs about God?

MFL:
German
Can I hold a simple conversation with at least 4 exchanges?
Can I use my knowledge of grammar to speak correctly?
Can I understand a short story or factual text and note the main points?
Can I use the context to work out unfamiliar words?
Can I write a paragraph of 4-5 sentences? Can I substitute words or phrases?

P.S.H.E:
Scarf plans – Relationships – valuing difference

Year 5, Term 6: Riding the waterways! Part 2.



Theme Intent:
 Responsibility and being empathetic towards others will drive our learning this term, as we encourage each other to demonstrate an awareness of how values and attitudes impact not only ourselves but others around us. Within Literacy, we will learn about valuing all sorts of differences in the people who make up a community. Links within our RE studies will be considered; similarities between Christian believers and non religious individuals in terms of what matters most.
 Most importantly, we will take time to explore how we personally grow and change – linked to health and well being.
 In Art we will look at ways to capture the world around us, whilst in Music we will look at the ways we can work together with different instruments and abilities.

WRITING: Main Outcome:
Recount – Residential
Adventure narrative – Model text: Journey to the River Sea.
Mini outcomes: Informal letters, contrasting diary entries, descriptive writing,

SPAG:
 First person, quotes, time conjunctions, past tense, specific info, main and subordinating clauses – moving of them within sentence,
 Develop characters in detail, developing setting and atmospheres, figurative devices, complex plots, use of conventions of dialogue,

GEOGRPAHY:
 Can I use a map to locate some of the world’s most famous rivers?
 Can I use digital maps to investigate how the course of a river changes over time?
 Can I use data I have gathered on a river to make reasoned judgements?
 Can I draw sketch map showing a particular part of a river and its features?

ART:
 Research the work of an artist and use their work to replicate a style – Alfred Wallis
 Can I express emotion in art?
 Can I organise line, tone, shape and colour to represent figures and forms in movement?

READING: Journey to the River Sea
Class reader – When life gives you mangos Kereen Getten
Guided Reading -
 Ashley Booth - Rainforests and Brazil

COMPUTING:
 Can I use external triggers and infinite loops to control sprites?
 Can I explain the term ‘variables’?
 Can I edit and add variables to a program?
 Can I use conditional statements (e.g. ‘when’..., ‘if...then’)?
 Can I use loops and conditions to refine algorithms?
 Can I use external inputs to control external outputs?

P.E.: Health and Fitness Cog
Outdoor and Adventurous activities
 Real Gym Unit 2
 Can I describe basic fitness components?
 Can I explain how long I should exercise for to be healthy?

MATHS:
 Measurement: Area and Volume,
 Geometry: Properties of Shapes (know, measure and draw angles accurately),
 Measurement: Time (converting seconds to minutes, minutes to hours, hours to days, days to week),
 Statistics (reading timetables and information from tables and line graphs).

HISTORY:
 Can I describe events from the past using dates when things happened? Tewkesbury flooding 2007

Music:
 Whole class clarinet tuition 10 weeks with Gloucestershire Music

R.E.:
 W2.10 - what matters most to humanists and Christians?

MFL: German
 Can I hold a simple conversation with at least 4 exchanges?
 Can I use my knowledge of grammar to speak correctly?
 Can I understand a short story or factual text and note the main points?
 Can I use the context to work out unfamiliar words?
 Can I write a paragraph of 4-5 sentences? Can I substitute words or phrases?

P.S.H.E./ SCIENCE
Animals including humans
 Can I create a timeline to indicate stages of growth in humans?
 Can I describe changes as humans move to old age?
Scarf plans – Health and Well being
 Growing and Changing

