

Termly Plan – Medium term Autumn 2020(B)	A Walk Through Time (History focus: Who were the Anglo Saxons?)			Big Question: How did the invasion of the Anglo Saxons change this country?
Class/Year groups: 5/6	Spring 1st Half (6 weeks)	Spring 2nd Half (5 Weeks)		Key Questions
English (Genre, core texts, approximate unit length)	Beowulf Character profiles and descriptions; setting descriptions; diaries; short narratives.	Dragonology explanation texts (3 weeks)	Poetry: Jabberwocky by Lewis Carroll Outcome: Write a narrative poem 'overcoming the monster'. (2 weeks)	How can we write like a short story writer?
Mathematics -drawn from White Rose mixed age planning	Follow sequence of White Rose mixed age planning for term 2 for Y5-6			
Science	<p>Forces Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of drag forces: air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Light Understand that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations 			How can science help us to understand how objects move? How do we see objects?

	<ul style="list-style-type: none"> identifying scientific evidence that has been used to support or refute ideas or arguments. 	
Art & Design	<p>Cornerstones: Animals (step 2 – extended) Using design techniques drawn from: colour, pattern, texture, line, shape, form and space. Using pencil, charcoal, clay and textiles. To learn and understand the historical and cultural development of art through learning about Anglo Saxon artefacts.</p> <p>To create their own sketchbook to record their observations and experiences</p> <p>To use their sketchbooks to revisit and review ideas</p> <p>To analyse creative works using the language of art, craft and design</p> <p>To use language appropriate to the skill and technique they are using</p> <p>Create ‘dragon eyes’ from clay/modrock. Making natural dyes/pigments.</p>	How have artists represented the people, places and experiences in the past?
Computing	<p>Barefoot computing – activities from ‘Barefoot – bytes’</p> <p>Understand that algorithms are implemented as programs on digital devices</p> <p>Understand that programs execute by following precise and unambiguous instructions</p> <p>Debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	
Design and Technology	<p>Textiles – design purse with Anglo Saxon design influence. Use weaving and stitching techniques.</p> <p>Design</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	How can we design and make purses?
Geography	<p>(Light touch- direct link to significant locations for related to Anglo Saxons)</p> <p>Historical Locations -Locational Knowledge</p>	How have world events changed places over time?

	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		
History	Anglo Saxons Study of a significant turning point in British history. Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To understand how our knowledge of the past is constructed from a range of sources. To construct informed responses that involve thoughtful selection and organization of relevant historical information.		How did the invasion of the Anglo Saxons change this country?
Languages (Statutory in KS2)	(MFL outreach – J Jaye to lead).		
Music	Jenny Baker +Charanga – A new year carol	Charanga: 'Dragons' topic unit.	
Physical Education	LD to add	LD to add	
PSHE	One Decision Being Responsible	One Decision Keeping/Staying healthy	
Religious Education	UPPER KEY STAGE 2/UNIT 2B.6 [YEAR 5]: SALVATION What did Jesus do to save human beings? Easter – The Easter story. Pupils will know that: <ul style="list-style-type: none"> • Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. 		How do our values and beliefs influence how we treat others?
Trips/Visitors	Wow start: Dress up as an Anglo Saxon		