

Hallbrook Curricular Plan



How did the Anglo-Saxons change Britain?

Year 5 Autumn 1

Our WOW starter: Archaeological excavation

We will enrich the topic by...

Possible educational visit to school including a dress up day.

Our non-linked subjects

In Computing we will know...

Online safety

- ✓ I know that many free apps or services may read and share their private information with others.

Computer systems and networks

- ✓ I know that computers can be connected together to form systems.
- ✓ I know the role of computer systems in our lives.
- ✓ I know how information is transferred over the internet.
- ✓ I know how sharing information online allows people in different places work together.
- ✓ I know how to contribute to a shared online project.
- ✓ I know how to evaluate different ways people work together online.

In Art and Design we will know...

Anglo Saxon Jewellery (Faberge)

- ✓ I will know about the jewellery and ornament designer Faberge and explore some of his jewellery and evaluate his works.
- ✓ I know how to research the work of Faberge and use their work to replicate a style of jewellery.
- ✓ I know how to use 2D drawings to develop ideas for 3D work.
- ✓ I know how to explore combining different textures and thickness of materials to create my own Anglo-saxon jewellery.

In PHSE we will know...

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Beginning and Belonging

- ✓ I know my responsibilities for making sure everyone in school feels happy and safe.
- ✓ I know how to take responsibility for building relationships and how this benefits us all.
- ✓ I know how different people feel when starting something new and how to help them.
- ✓ I know how to make people feel welcome and valued in and out of school.
- ✓ I know ways that help us to be resilient in a range of new situations.
- ✓ I know how we can get help now and how to seek support.

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My Emotions

- ✓ I know how we can make mental wellbeing part of daily life, in the same way as physical wellbeing.
- ✓ I know what it means to have a 'strong sense of identity' and 'self-respect'.
- ✓ I know how to boost our self-respect.
- ✓ I know how to manage strong emotions.
- ✓ I know how we can judge if our feelings and behaviours are appropriate and proportionate.
- ✓ I know how to recognise how others feel and respond to them.
- ✓ I know what loneliness is and how we can manage feelings of isolation.
- ✓ I know how important mental ill health is and what self-care techniques can be used.

We will include British Values by...

- ✓ Whole school focus on Mutual Respect

We will focus on these Character muscles...

- ✓ Respect
- ✓ Resilience
- ✓ Concentration

In PE we will know...

Basketball

- ✓ I know how to show confidence in using ball skills in various ways, and can link these together
- ✓ I know how to use skills with co-ordination, control and fluency
- ✓ I know how to take part in competitive games with an understanding of tactics and composition

OAA

- ✓ I know how to develop strong listening skills.
- ✓ I use and interpret simple maps
- ✓ I know how to think activities through and problem solve using general knowledge
- ✓ I know how to choose and apply strategies to solve problems
- ✓ I know how to discuss and work with others in a group
- ✓ I know how to demonstrate an understanding of how to stay safe

Cross Country

- ✓ I know how to begin to build a variety of running techniques and use with confidence and start to control my pace

In RE we will know...

U2.1 Why do some people think God exists?

- ✓ Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- ✓ Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- ✓ Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

In Music we will know...

Unit 1 – Pulse

- ✓ I know how to maintain a strong sense of pulse throughout pieces with and without syncopation.
- ✓ I know how to create simple rhythmic pieces which demonstrate understanding of rhythm/ melodies/ accompaniments.
- ✓ I know how to maintain an independent part in a group when singing or playing.
- ✓ I know how to offer comments about my own and others' work and ways to improve, using appropriate musical vocabulary; accept feedback and suggestions from others.
- ✓ I know how to respond to and use graphic/standard notation (crotchets and quavers) when paying and creating melodies and rhythms.

Recorders

- ✓ I know how to play note 'd, e, b, a, g'
- ✓ I know how to play 'Dear Liza' by reading musical notation.

In Science we will know...

Properties and Changes of Materials (Get sorted)

- ✓ I can classify a variety of materials according to their properties.
- ✓ I can compare and contrast different solids according to their properties, including their hardness.
- ✓ I can compare and contrast the properties of different liquids, including viscosity.

Properties and Changes of Materials (Everyday Materials)

- ✓ I can plan a fair test to investigate different carrier bags and collect evidence to make recommendations regarding their use.

Properties and Changes of Materials (Marvellous Mixtures)

- ✓ I can explain that materials can mix and to demonstrate that mixtures of solid materials can be separated by sieving.

In History we will know...

Anglo-Saxons

- ✓ I know the Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes.
- ✓ I know the name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'.
- ✓ I know the Anglo Saxons came to Britain from across the North Sea in the middle of the 5th Century.
- ✓ I know that Anglo-Saxon kings ruled lots of small kingdoms across the Britain.
- ✓ I know that the way the Kingdoms were divided led to the creation of some county boundaries today.
- ✓ I know that the Anglo-Saxons were fierce people who fought many battles, including fighting each other.
- ✓ I know the Anglo-Saxon period ended when the Normans conquered Britain in 1066.
- ✓ I know the features of Anglo-Saxon settlements.
- ✓ I know how to accurately use dates and terms to describe events during the Anglo-Saxon period.
- ✓ I know about how the Anglo-Saxons attempted to bring about law and order into the country.
- ✓ I know how to use a timeline to show when the Anglo-Saxons were in England.
- ✓ I know how to use mathematical skills to work out exact time scales during the Anglo-Saxon period.
- ✓ I know how to draw a timeline showing different time periods in relation to the Anglo-Saxons.
- ✓ I know how to make comparisons between the Anglo Saxons and previous periods of time studied.
- ✓ Know that there are different sources of information available for the study of Anglo Saxons.

In French we will know...

Bon Appétit

- ✓ I know food vocabulary related to different cultural celebrations in France e.g. crepes.
- ✓ I know how to take part in a simple conversation about packed lunches and breakfast.
- ✓ I know how to express an opinion and preferences about food and drinks.
- ✓ I know how to follow instructions on a recipe that is spoken to me.
- ✓ I know how to ask and answer simple questions e.g. about what I have eaten/drank the previous day.
- ✓ I know how to use verbs in perfect tense, reinforce understanding of future tense.
- ✓ I know how to use adverbs.
- ✓ I know how to use gender and gender neutral nouns and adjectives.
- ✓ I know how to follow a recipe that I read independently.
- ✓ I know how to write a recipe using imperatives vous form of some regular and irregular verbs in the present tense, plural nouns with les and des and au/ a la/ aux.