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| **Term: Spring 2022** | **Topic: Anglo-Saxons** | **Class/Year Group: Year 5 – Holly, Rowan & Maple** |
| **Super Starter: Anglo-Saxon Wow Day & Cooking / Visit** | **Fabulous Finish:**  |
| **Key Text:** Beowulf  | **Week 1 –****03.01.22** | **Week 2 –****10.01.22** | **Week 3 –****17.01.22** | **Week 4 –****24.01.22** | **Week 5 –****31.01.22** | **Week 6 –****07.02.22** | **Week 7 –****14.02.22** | **Week 8** |
| **Reading** | Anglo-Saxons  | Beowulf  | Anglo-Saxon Burial  | Anglo-Saxon Boy  | Anglo-Saxons and Scots  | Anglo-Saxons - Edwin 1  | Anglo-Saxons – Edwin 2  |  |
| **Writing**  | Narrative – Immerse  | Narrative – Immerse/ innovate  | Narrative – Innovate/ Invent  | Narrative – Invent  | Non-chronological report  | Non-chronological report  | Non-chronological report  |  |
| **Mathematics** | 5B – Unit 7Multiplication and division (X) | 5B – Unit 7Multiplication and division (X) | 5B – Unit 7Multiplication and division (÷) | 5B – Unit 7Multiplication and division (÷) | 5B – Unit 8Fractions | 5B – Unit 8Fractions | 5B – Unit 9Adding and Subtracting Fractions |  |
| **Science** |  | Grouping materials | Comparing materials | Dissolving and recovering | Reversible and irreversible changes | Separating mixtures | How have chemical reactions impacted our lives? |  |
| **History** | Why did the Anglo-Saxons invade? | 1. Where did the Anglo-Saxons live and how do we know?
2. What does the mystery of the empty grave tell us about Saxon Britain?
 | 1. How did people’s lives change when Christianity came to Britain? How can we be sure?
2. How were the Saxons able to see off the Viking threat?
 | 1. Just how great was King Alfred, really? (2 lessons?)
 | 1. How effective was Anglo-Saxon justice?
2. How dark were the dark ages?
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| **Geography** |  |  |  |  |  |  |  |  |
| **Art and Design** | Bayeux Tapestry  | Bayeux Tapestry | Anglo-Saxon art | Anglo-Saxon art | Anglo-Saxon art |  |  |  |
| **Design Technology** |  |  |  |  |  | Design Technology – Charm Making / Saxon Weaponry | Design Technology – Charm Making / Saxon Weaponry |  |
| **Music** |  |  |  | Introduce musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence. | Introduce musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence. |  |  |  |
| **MFL** | Continents  | Travel  | French Speaking Countries  | Flags  | Nationality  | Passport Making  | Numbers 50-100  |  |
| **Physical Education** |  | Dance – Anglo Saxon / Vikings | Dance – Anglo Saxon / Vikings | Dance – Anglo Saxon / Vikings | Dance – Anglo Saxon / Vikings | Dance – Anglo Saxon / Vikings | Dance – Anglo Saxon / Vikings |  |
| **Computing** |  |  |  |  |  | Vector Drawing / ongoing digital literacy | Vector Drawing / ongoing digital literacy |  |
| **PSHE/RSE** |  | Value of the half term introduction - Resilience | Keeping Myself Safe-‘Thunking’ about habits | Keeping Myself SafeJay’s Dilemma | Keeping Myself Safe-Spot Bullying | Keeping Myself Safe-Ella’s Diary | Keeping Myself Safe-Decision Dilemmas |  |
| **Religious Education** |  |  |  |  |  |  | What makes ‘essence’?How are all the Hindu deities and essence of Brahman? |  |
| **Outdoor Learning/Visits and Trips** |  |  | Anglo-Saxon visitor  |  | Year 5 Swimming (Maple)  | Year 5 Swimming (Rowan and Holly)  |  |  |