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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 7  Multiplication and division (X) | 5B – Unit 7  Multiplication and division (X) | 5B – Unit 7  Multiplication and division (÷) | 5B – Unit 7  Multiplication and division (÷) | | 5B – Unit 8  Fractions | 5B – Unit 8  Fractions | 5B – Unit 9  Adding 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? |  |  |  |
| **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 Safe  Jay’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) |  |  |