

Maths - Areas of Learning

Area
Calculating with fractions
Statistics

English - Reading - Texts

Anglo- Saxon Boy.
Non fiction texts—Anglo Saxons and the Normans

English - Writing Opportunities

Third person narrative
Diary entry
Persuasive advert

History

Life as an Anglo-Saxon
Justice in Anglo-Saxon Britain
The Battle of Hastings
What happened after 1066?

DT

Continuing to make and evaluate our tunics for people living in the Mayan period.

Science

Air resistance.
Pulleys and gears.
Friction.
Water resistance.
Gravity.

Computing

Creating a stop motion animation using iMovie.
Editing stop motion animations.

Curriculum Content - Year 5

What does this look like in the classroom?



Summer 2 Big Question:
What would you see in the Dark Ages?

PSHE

Physical and emotional changes during puberty.
Recognising unsafe or risky situations.
Harmful substances and how to stay safe.

Geography

Fieldwork - How people personalise their homes.
Where did the Anglo-Saxons come from and where did they settle?

Enrichment Opportunities

Music

Appraisal of Anglo-Saxon music and how it reflects other times, cultures and traditions.
Composition of music using notation.

MFL

Seasons—birthdays, seasonal activities.
The Environment—weather, creatures, recycling.

PE

HRE
Athletics

Art

Recreating my own version of “the great wave off Kanagawa”.

RE

The characteristics of God.
God’s love and kindness
A study of cathedrals and their symbolism

History

I can recognise that Britain has been invaded by several different groups over time.

I can appreciate how historical artefacts have helped us understand more about British lives in the present and past.

I can describe historical events from the different period/s they are studying or have studied.

I can explain, showing a good understanding, as to how crime and punishment has changed over the years.

Science

I know what gravity is and its impact on our lives.

I identify and know the effect of air resistance.

I identify and know the effect of water resistance.

I identify and know the effect of friction that act between moving surfaces.

I explain how levers, pulleys and gears allow a smaller force to have a greater effect.

Geography

I can find possible answers to geographical questions.

I can collect information about a place and use it in a report

PE

Repeat a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction.

Perform movements with symmetry and asymmetry.

Smooth transitions between counterbalances.

Know, understand and explain the reasons for warming up and cooling down.

Understand why exercise is good for health, fitness and wellbeing.

Computing

I can select, use and combine a variety of software.

I can capture digital footage.

I can sequence and edit digital footage.

I can add effects and graphics to video.

MFL

I can describe people, places, things and actions orally.

Children can ask and answer questions on the current topic.

Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.

Curriculum Content - Year 5

Skill coverage



Summer 2 Big Question:
What would you see in the Dark Ages?

Enrichment Opportunities

Music

I know how to suggest improvement to my own work and that of others using my knowledge of the inter-related dimensions of music.

I know how to change sounds/ organise them differently to change the effect.

Art

I can print onto different materials.

I can create all the colours I need for printing.

PSHE

ways to boost their mood and improve emotional wellbeing

about the link between participating in interests, hobbies and community groups and mental wellbeing

how to manage big feelings including those associated with change, loss and bereavement

about the physical and emotional changes during puberty

how to get information, help and advice about puberty

how to discuss the challenges of puberty with a trusted adult

to identify when situations are becoming risky, unsafe or an emergency

to identify occasions where they can help take responsibility for their own safety

to know which commonly available substances and drugs are legal and illegal, their effects and risks.

to know a range of substances that may be harmful and how to stay safe around them.

DT

Make

My measurements are accurate enough to ensure that everything is precise.

Evaluate

I can suggest some alternative plans and say what the good points and drawbacks are about each.

RE

To explore a variety of religious texts and teachings.

Explore symbolism and intended meaning for believers.

Identify ways in which different religions describe God.

Ask big questions and investigate answers found in religious texts.

Explore the origins of sacred writings and consider their importance for believers.