

## History – Britain’s settlement by the Anglo Saxons and Scots

**Knowledge:** Children learn about: who the Anglo-Saxons were and why they came to England; their settlements and kingdoms, place names and village life; Anglo-Saxon art and culture; and Christian conversion. They also learn about the Scots invasions from Ireland to north Britain.

### Skills:

- To use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade
- To understand events, people and changes in the past; to know the characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
- To understand the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world.
- To recall, select and organise historical information.
- To use dates and historical vocabulary to describe the periods studied
- To communicate knowledge and understanding of history in a variety of ways, for example, by drawing, writing and using ICT



## Year 5 Curriculum Plan Autumn Term 2022



### PSHE

#### Context: Being Me in My World

- Devising a class charter
- Gifts and talents
- Exploring feelings
- new challenges positively and know how to set personal goals
- understand my rights and responsibilities as a citizen of my country

## Computing

**Context:** Sharing information



**E-safety:** learning about possible risks when using the internet and how to prevent or respond to them.

### Skills:

-To develop their understanding of computer systems and how information is transferred between systems and devices. Children will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Children will also take part in a collaborative online project with other class members and develop their skills in working together online.

### Video editing

### Skills:

This unit gives learners the opportunity to learn how to create short videos in groups. Children will develop the skills of capturing, editing, and manipulating video. To investigate the use of devices and software. At the conclusion of the unit, Children have the opportunity to reflect on and assess their progress in creating a video.

## D&T

**Earth and Space:** Electronic greeting cards

Discover the history of personal message exchange including the development of the Penny Black stamp, which contributed to the increased demand to send and receive greeting cards. The children will evaluate and analyse existing greeting cards (2D, 3D and musical) before designing and developing an electronic greeting card that will teach them about series circuits and how to apply the circuits to paper.



### Art

**Out of Africa:** Using water colours and silhouettes to create African landscapes; research, design and create.



## RE

**Context:** Hinduism

Theme: Prayer and Worship  
Key Question: What is the best way for a Hindu to show commitment to God?



### Music

#### Context:

#### Earth & Space

Songs and music about Earth and Space— Beethoven’s ‘Pastoral’ symphony; Holst’s ‘The Planets’.

#### Knowledge and Skills:

Listening to a variety of songs and music to do with Earth and Space; singing - experimenting with rhythm and vocal arrangements.



## Geography

### Context:

Human Geography – South Africa

### Knowledge:

- Children will explore housing, education and employment in less economically developed countries and more economically developed countries
- Children will look at human geography, for example: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water .

### Skills:

Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas.

Discover where food comes from.

Discuss and debate fair trade.

Investigate the facts and join in a reasoned discussion.



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**Science**

**Context:** Exploring the Solar System



**Skills**

- Describing the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describing the movement of the Moon relative to the Earth.
- Using the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.
- Planning different types of scientific enquiries to answer questions.
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Recording data and results of increasing complexity using scientific diagrams and labels.
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations.
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

**Physical Education**

**Context:** Get set 4 PE, Football ,Tag Rugby.



**Skills:**

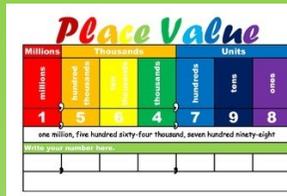
- Take part in team games with an understanding of tactics and rules.
- Understand and explain principles of warm-up/down and why exercise is good for health.
- Control movement with a ball in team sports whilst moving.
- Describe how to refine, improve and modify performances.

Class	Indoor PE	Outdoor PE
5CB	Thursday	Friday
5H	Thursday	Tuesday
5B	Thursday	Tuesday

**Mathematics**

**Number & Place Value**

- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.
- Solve number problems and practical problems that involve the above.



**Addition & Subtraction**

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).

**Statistics**



- Solve comparison, sum and difference problems using information presented in a line graph.

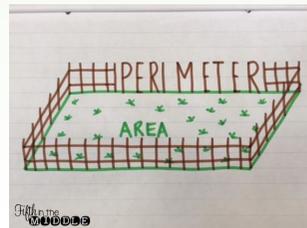
**Multiplication & Division**

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors.



**Measurement**

- Convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).



- Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.

**English**

**Context:**

Communication, language and literacy based on the theme of 'Space' and Science-Fiction stories and, in the second half of the term, on stories from other cultures, specifically, South Africa.



**Science Fiction:** Using a variety of texts and film clips, children will write their own narrative based on the Science Fiction genre. visualize settings, make predictions about plot and note story structures.

They will also be taught how to explore aspects of an author's style by comparing themes, settings and characters in different stories.

**Explanatory Texts:** Children will link their Science learning and explain what makes up the solar system.

**Other cultures:** Children will read *Journey to Jo'burg* and *The Butterfly Lion*, both set in South Africa. They will write their own stories based on their understanding of South Africa's geography and history.

They will unpick the key features and structures of a narrative. They will use scaffolding to retell these stories as well as to plan and write their own narrative in the style of the texts they have explored.

**Poetry:** children will learn about different poetic styles and will write their own poems about Space using the works of Pie Corbett and his poem 'Six ways to look at the moon'.

**Skills:**

-To use figurative language, including similes and metaphors

-to write using another poet's style

-To use words to help create imagery

-To use the editing process to help improve work

