



Year Group: Year 5

Term: Autumn 2021

Essential Question

How dark were the Dark Ages?

Authentic Outcome

To sell candles at a market with their messages of hope and raise money for a chosen charity

Driving Text

Beowulf
Anglo-Saxon Boy

Mini Outcomes

- Explore and design positive messages of hope to bring people out of the darkness and into the light.
- Arranging a market stall to sell the candles at.
- Explore darkness further and what darkness in life can be – and why we are spreading a message of hope.

Experts, Trips, Experiences & Making Community Links

Anglo-Saxon Day with Dantastic

Introduction to Anglo Saxons with primary and secondary sources.

Grace Vella – STEAM school link

Create an idea and plan for a charitable project which will help the community

Using broadcasts and zoom meetings with experts to select a series of inspirational quotes and statements to include in motivational messages of hope on candles

Interview a candle maker

To sell candles at a market with their messages of hope.

Money raised for children's chosen charities and the presence of light in lives

Key Vocabulary

Anglo-saxons

Bayeux tapestry, Broze helmet, Coins, Cremation pot, East Anglia, Jewellery, Kent, Lyre, Mercia, Northumbria, Offa's Dyke, Runes, St.Bede, Sutton Hoo, Thatched Wooden house, Wessex, Sussex, Essex

Technology

Ipads

Laptops

VR Sets

Seesaw online journals

Reading plus

Spelling shed / Maths shed

TT Rockstars

Immersive Environment

Wood-looking backing paper on all boards and backed all table tops.

Straw fringe on the ceiling like an Anglo-Saxon hut.

Outcomes for this Term/National Curriculum Links and Coverage

Maths	REAL Project		RE & Other Subjects <i>(taught discretely)</i>
	English	Foundation Subjects	
<p><u>AUTUMN BLOCK 1 - PLACE VALUE (3 WEEKS)</u></p> <ul style="list-style-type: none"> ● Recap 1000s, 100s, 10s and 1s ● Numbers to 10,000 ● Recap on rounding to nearest 10 ● Recap rounding to nearest 100 ● Rounding to 10, 100, 1000 ● Numbers to 100,000 ● Compare and order numbers to 100,000 ● Numbers to a million ● Counting in 10s, 100s, 1000s, 10,000s and 100,000s ● Compare and order numbers to one million ● Round numbers to one million ● Negative numbers ● Roman Numerals <p><u>AUTUMN BLOCK 2 - ADDITION AND SUBTRACTION (2 WEEKS)</u></p> <ul style="list-style-type: none"> ● Recap Add two 4-digit numbers - one exchange ● Recap Add two 4-digit numbers - more than one exchange ● Add whole numbers with more than 4 digits (column method) ● Recap Subtract two 4-digit numbers - one exchange ● Recap Subtract two 4-digit numbers - more than one exchange ● Subtract whole numbers with more than 4-digits (column method) ● Round to estimate and approximate ● Inverse operations (addition and subtraction) ● Multi-step addition and subtraction problems <p><u>AUTUMN BLOCK 3 - STATISTICS (2 WEEKS)</u></p> <ul style="list-style-type: none"> ● Recap Interpret charts ● Recap Comparison, sum and difference ● Recap Introduce line graphs 	<p><u>WRITING</u> Following critique and multiple drafting process throughout the following genres: Narrative - Beowulf Newspaper report – 1066 (Anglo-Saxon Boy) Poem – Emotive poetry linked to light and darkness Formal Letter – Apply for a market stall to sell candles</p> <p><u>PC/MD process:</u></p> <ul style="list-style-type: none"> · I have proof read my work for accuracy. · I have used critique during the writing process. <p>Week 1/3</p> <p>L1 - Context / Immerse in motivational text (driving text) L2 - Class read / Role play L3 - Short burst writing L4 - Discuss features L5 - Look at Pobble examples</p> <p>Week 2/3</p> <p>L1 - WAGOLL / Exemplar – children highlight features L2 - Co-construct rubric L3/4 - Teach to rubric as workshops (whole class, grammar, punctuation and creative/genre based) L5 - Plan first draft</p> <p>Week 3/3</p> <p>L1 - First draft – written on alternate lines L2 - Critique – gallery / self / peer L3 - Editing L4/5 - Golden write in project book</p> <p><u>GRAMMAR & PUNCTUATION</u> Writing basic skills coverage:</p> <ul style="list-style-type: none"> · I use knowledge of type, form, audience and purpose to structure my writing. · I have a clear beginning, middle and ending in my narrative writing. · I have a varied and rich vocabulary. · I use a range of sentence structures. · I use a range of appropriate subordinating conjunctions. e.g. although, as long as, whenever, while, in order that, then, though, since, unless · I use fronted adverbials to open sentences. 	<p><u>DT</u></p> <ul style="list-style-type: none"> · Use research and develop design criteria to inform a design of a functional product. · Select and use tools and equipment for a range of uses. Eg to join fabrics · Justify decisions about materials and methods. <p><u>ART</u></p> <ul style="list-style-type: none"> · To create sketch books to record their observations and use them to review and revisit ideas · To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. · Famous artists · Famous architects in history · Research techniques <p><u>History</u></p> <p>Britain’s settlement by Anglo-Saxons.</p> <p>Anglo Saxon invasions, settlements and kingdoms: place names and village life.</p> <p>Anglo-Saxon art and culture.</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne.</p> <p><u>Geography</u></p> <ul style="list-style-type: none"> · Use four and six figure grid references, symbols and keys to build knowledge of the UK and the wider world · Know about the water cycle 	<p><u>RE</u> All topics covered in following 3 week process:</p> <ul style="list-style-type: none"> ● Explore (1 week) ● Reveal (2 weeks) ● Respond (1 week) <p><u>TOPIC 1: DOMESTIC CHURCH– FAMILY: OURSELVES</u></p> <ul style="list-style-type: none"> ● A deepening awareness of ‘Who I am’ – Explore ● Ourselves as made in the image and likeness of God – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p><u>TOPIC 2: BAPTISM/CONFIRMATION – BELONGING</u></p> <ul style="list-style-type: none"> ● Showing care and commitment – Explore ● The call to life and love within the community; marriage – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p><u>TOPIC 3: ADVENT/CHRISTMAS – LOVING: HOPE</u></p> <ul style="list-style-type: none"> ● Waiting hopefully – Explore ● Advent is the Church’s season of waiting in joyful hope for the coming of Jesus, the promised One, at Christmas and at the end of time – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Other religions topic: Judaism (1 week)</p> <ul style="list-style-type: none"> ● Look ● Discover ● Respect <p><u>PSHE (Jigsaw)</u></p> <ul style="list-style-type: none"> · ROAR training - Mental Health · Being Me In My World · Celebrating Difference <p><u>SCIENCE (Rising Stars)</u></p> <ul style="list-style-type: none"> · ‘Material World’ (topic 2) - Properties and changes of materials · ‘Amazing Changes’ (topic 6)) <p><u>MUSIC (Charanga)</u> ‘Livin On A Prayer’ – Bon Jovi ‘Make You Feel My Love’ - Adele</p> <p><u>MFL - Spanish</u> Taught by Seniorita Worrall</p>

- Read and interpret line graphs
- Draw line graphs
- Use line graphs to solve problems
- Read and interpret line graphs
- Two-way tables
- Timetables

AUTUMN BLOCK 4 - MULTIPLICATION AND DIVISION (3 WEEKS)

- Multiples
- Factors
- Common Factors
- **Activity** Prime Numbers
- Prime Numbers
- Square numbers
- Cube numbers
- **Recap** Multiply by 10
- **Recap** Multiply by 100
- Multiply by 10, 100, 1000
- **Recap** Divide by 10
- **Recap** divide by 100
- Divide by 10, 100, 1000
- Multiples of 10, 100, 1000

AUTUMN BLOCK 5 - MEASUREMENT - PERIMETER AND AREA (2 WEEKS)

- Measure Perimeter
- **Recap** Perimeter on a grid
- **Recap** Perimeter of rectangles
- **Recap** Perimeter of rectilinear shapes
- Calculate perimeter
- **Recap** Counting squares
- Area of rectangles
- Area of compound shapes
- Area of irregular shapes

- e.g. quietly, suddenly, terrified, delighted, at last, yesterday
- I use relative clauses with relative pronouns.
- e.g. who, which, where, that, when, whose
- I use semi-colons/colons/dashes to mark boundaries between independent clauses.
- I use devices to build cohesion within a paragraph.
- e.g. then, after that, this, firstly
- I use the correct verb tenses (and they agree with the subject).
- I use modal verbs.
- e.g. will, must, may, shall, ought to, might, should
- I use passive and active voice.
- I use expanded noun phrases to give information concisely.
- I use commas/hyphens to avoid ambiguity.
- I use brackets/dashes/commas to indicate parenthesis.
- I use colons to introduce a list.

I use inverted commas to punctuate direct speech.

GUIDED READING (Reading Explorers)

- Week 1 - Going for Gold
- Week 2 - Taekwondo
- Week 3 - Return to Planet Dread
- Week 4 - *Picture book study*
- Week 5 - Space Attack!
- Week 6 - Volcanoes
- Week 7 - Birds of Prey
- Week 8 - *Picture book study*
- Week 9 - Wolf Man
- Week 10 - Enjoy the Ride!
- Week 11 - Colour Blind
- Week 12 - *Picture book study*
- Week 13 - The Iron Man
- Week 14 – Cragworth Cottage

READING SKILLS:

- maintain positive attitudes to reading and an understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation,

PE / Swimming

Sports coach – ask TA to take iPad to PE for evidence for assessments

COMPUTING

UNIT 5.1 - CODING

- To review coding vocabulary.
- To use a sketch or storyboard to represent a program design and algorithm.
- To use the design to create a program.
- To design and write a program that simulates a physical system
- To review the use of number variables in 2Code.
- To explore text variables.
- To create a playable, competitive game.
- To combine the use of variables, If/else statements and Repeats to achieve the desired effect in code.
- To read code so that it can be adapted, personalised and improved.
- To explore the launch command and use buttons within a program that launch other programs or open websites.
- To create a program to inform others.

UNIT 5.2 - ONLINE SAFETY

- To gain a greater understanding of the impact that sharing digital content can have.
- To review sources of support when using technology.
- To review children’s responsibility to one another in their online behaviour.
- To know how to maintain secure passwords.
- To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.
- To learn about how to reference sources in their work
- To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.
- Ensuring reliability through using different methods of communication

tone and volume so that the meaning is clear to an audience

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

SPELLING (Spelling Shed scheme) – List 1 – 15

In order of weekly lists:

1. Spelling Rules: Words ending in '-ious.'
2. Spelling Rules: Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'
3. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
4. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
5. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
6. Challenge words
7. Spelling Rules: Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.
8. Spelling Rules: Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place.
9. Spelling Rules: Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.
10. Spelling Rules: Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'

11. Spelling Rules: Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably
12. Challenge Words
13. Spelling Rules: Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.
14. Spelling Rules: Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
15. Spelling Rules: Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.

HANDWRITING – Nelson handwriting scheme – Unit 1 - 14

Write legibly, fluently and with increasing speed by:

- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task
- I write legibly and fluently using cursive and I have progressed to using pen