

CAYTON  
SCHOOL

# MEDIUM TERM CURRICULUM PLAN YEAR 5 – AUTUMN 1



*Learn from yesterday, seek today and aim for tomorrow*

September 2024

## History Driver: Anglo-Saxons

### Key Enquiry: Why did the Anglo-Saxons lose most battles against the Vikings?

#### History Driver

What I need the children to learn	Possible learning experiences
<b>CHRONOLOGY</b> (Stone age to 1066)	
<i>To include:</i> Stone age to Iron age Romans Anglo-Saxons Vikings	
<p>Can I place events, people and changes of British, local and world history on a timeline using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE).</p> <p>Can I plot on a timeline the Anglo-Saxon and age and compare this with other significant eras/ages in our history and the history of the world? Do I know how Britain changed between the end of the Roman occupation and 1066?</p> <p>Do I know about how the Anglo-Saxons came to power, influenced the UK and attempted to bring about law and order into the country?</p> <p>Can I understand that, during the Anglo-Saxon period, Britain was divided into many kingdoms?</p> <p>Do I know that the way the kingdoms were divided led to the creation of some of our county boundaries and place names today?</p> <p>Do I know that the Vikings and Anglo-Saxons were often in conflict and why the Vikings frequently won battles with the Anglo-Saxons? (Links with crime and punishment.)</p> <p>Can I understand how the Anglo-Saxons lived compared with the Vikings? Can I learn about the roles of the men, women and children both in daily life and in hierarchical society?</p> <p>Can I understand how the Anglo-Saxons and ruled and how the system of ruling changed during the time of Edward the Confessor?</p> <p><b><u>Key Skills</u></b>  <b>Compare</b> gender roles of the Anglo-Saxons and Vikings in home life and in terms of warfare and compare with the present.</p>	<p>Plot on timeline using correct terminology</p> <p>Visit from Anglo-Saxon speaker in character to talk about Roman occupation to 1066</p> <p>Crime and punishment diaries, pictures and fact file for Anglo-Saxon times</p> <p>Newspaper report on Anglo-Saxons</p> <p>Law and order – piece of writing about their own crime with a picture and number</p> <p>Village hierarchy</p> <p>Learn about the different Shires that make up the UK and the influence of the Anglo Saxons.</p> <p>Anglo-Saxon art, crime and punishment, ruling systems</p>

<p><b>Investigate</b> how the Viking and Anglo-Saxon systems of ruling changed during the time of Edward the Confessor.</p> <p><b>Compare</b> their systems of ruling and crime and punishment with that of another historical era e.g. the Romans.</p> <p><b>Key Vocabulary</b> Thatched, runes, raid, pillage, aristocracy, monk, legion, Pagan</p>	
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## Science

What I need the children to learn	Possible learning experiences																														
<b>Forces</b>																															
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<p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul> <p><b>Scientific Enquiry</b></p> <ul style="list-style-type: none"> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> </ul>	<p><b>Learning Intentions (to be stuck in books)</b></p> <ul style="list-style-type: none"> <li>Explore gravity and the life and work of Isaac Newton</li> <li>Examine the connection between air resistance and parachutes</li> <li>Explore factors which affect an object's ability to resist water</li> <li>Investigate the effects of friction on different surfaces</li> <li>Investigate mechanisms – levers and pulleys</li> <li>Investigate mechanisms – gears</li> </ul> <p><b>Keywords</b></p> <table> <tr> <td>Sir Isaac Newton</td> <td>gravity</td> </tr> <tr> <td>Astronomy</td> <td>weight</td> </tr> <tr> <td>Mass</td> <td>Galileo Galilei</td> </tr> <tr> <td>air resistance</td> <td>opposing</td> </tr> <tr> <td>streamlined</td> <td>parachute</td> </tr> <tr> <td>water resistance</td> <td>streamlined</td> </tr> <tr> <td>upthrust</td> <td>buoyant</td> </tr> <tr> <td>sink</td> <td>friction</td> </tr> <tr> <td>resistance</td> <td>lubricant</td> </tr> <tr> <td>Newton meter</td> <td>Newton</td> </tr> <tr> <td>Lever</td> <td>load</td> </tr> <tr> <td>Pivot</td> <td>fulcrum</td> </tr> <tr> <td>Pulley</td> <td>mechanism</td> </tr> <tr> <td>Gear</td> <td>mesh</td> </tr> <tr> <td>rack and pinion</td> <td>bevel gear</td> </tr> </table>	Sir Isaac Newton	gravity	Astronomy	weight	Mass	Galileo Galilei	air resistance	opposing	streamlined	parachute	water resistance	streamlined	upthrust	buoyant	sink	friction	resistance	lubricant	Newton meter	Newton	Lever	load	Pivot	fulcrum	Pulley	mechanism	Gear	mesh	rack and pinion	bevel gear
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## Computing

What I need the children to learn	Possible learning experiences
Computing systems and networks - Systems and searching	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Understand computer networks, including the internet; how they can</li> </ul>	<p><b>Please use the learning objectives from the Teach Computing website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</b></p>

<i>provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</i>	Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.
To explain that computers can be connected together to form systems <ul style="list-style-type: none"> <li>I can explain that systems are built using a number of parts</li> <li>I can describe the input, process, and output of a digital system</li> <li>I can explain that computer systems communicate with other devices</li> </ul>	system, connection, digital, input, process, storage, output, search, search engine, refine, index, bot, ordering, links, algorithm, search engine optimisation (SEO), web crawler, content creator, selection, ranking.
To recognise the role of computer systems in our lives <ul style="list-style-type: none"> <li>I can identify tasks that are managed by computer systems</li> <li>I can identify the human elements of a computer system</li> <li>I can explain the benefits of a given computer system</li> <li>I can explain how to keep my personal information safe online</li> </ul>	
To identify how to use a search engine <ul style="list-style-type: none"> <li>I can make use of a web search to find specific information</li> <li>I can refine my web search</li> <li>I can compare results from different search engines</li> <li>I can explain why I should search trustworthy websites and not share any personal information online.</li> </ul>	
To describe how search engines select results <ul style="list-style-type: none"> <li>I can explain why we need tools to find things online</li> <li>I can recognise the role of web crawlers in creating an index</li> <li>I can relate a search term to the search engine's index</li> </ul>	
To explain how search results are ranked <ul style="list-style-type: none"> <li>I can order a list by rank</li> <li>I can explain that a search engine follows rules to rank results</li> <li>I can give examples of criteria used by search engines to rank results</li> </ul>	
To recognise why the order of results is important, and to whom <ul style="list-style-type: none"> <li>I can describe some of the ways that search results can be influenced</li> <li>I can recognise some of the limitations of search engines</li> <li>I can explain how search engines make money</li> </ul>	

## Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
<b>Unit 1 – Melody and Harmony in Music</b>	
Listening and Appraise Music (Musicianship)	
<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	

<p><i>Develop an understanding of the history of music.</i></p>	
<ul style="list-style-type: none"> <li>• Steady beat</li> <li>• Metre 4/4</li> <li>• Rhythmic and melodic patterns</li> <li>• Recognising and/or reading simple notation and tonic sol-fa</li> <li>• Recognising the tonal centre is A minor and the A minor scale is used</li> <li>• Minims, dotted crotchets, crotchets, quavers</li> <li>• Talk about the song together</li> <li>• Explore its musical style through the style indicators of the music and its performers</li> <li>• Embed a deeper understanding of the musical concepts related to the song</li> <li>• Find an understanding and/or connection to the song or music</li> </ul>	
<p><b>Singing and Voice</b></p>	
<ul style="list-style-type: none"> <li>• <i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> <li>• Listening to each other and singing in tune together</li> </ul>	<p><b>Video with QR qrcode monkey website</b></p>
<ul style="list-style-type: none"> <li>• <b>Notation</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Use and understand staff and other musical notations</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Recognising and/or reading simple notation and tonic sol-fa</li> <li>• Recognising the tonal centre is A minor and the A minor scale is used</li> <li>• Minims, dotted crotchets, crotchets, quavers</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Playing Instruments</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i></li> </ul>	
<ul style="list-style-type: none"> <li>• To play and perform an instrument part by ear from standard notation and as part of the song being learnt.</li> </ul> <p>Recorder parts:</p> <p>Part 4: C Part 3: G, B<math>\flat</math>, C Part 2: C, G, A<math>\flat</math>, B<math>\flat</math> Part 1: C, G, A<math>\flat</math>, B<math>\flat</math></p>	<p><b>Glockenspiels and bars as a whole class</b></p>

<ul style="list-style-type: none"> <li>Improvising</li> </ul>	
<ul style="list-style-type: none"> <li><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></li> </ul>	
<ul style="list-style-type: none"> <li>Children will practise improvising using the notes:  A, B, C A, B, C, D, E A, B, C, D, E, F#, G, A</li> </ul>	
<ul style="list-style-type: none"> <li>Composing</li> </ul>	
<ul style="list-style-type: none"> <li><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></li> </ul>	
<ul style="list-style-type: none"> <li>Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).  Use chords to compose music to evoke a specific atmosphere, mood or environment.</li> <li>F, G F, G, A F, G, A, B<math>\flat</math> F, G, A, B<math>\flat</math>, C Start and end on the note F (F major)</li> </ul>	<p><b>Use Charanga with pupil logins to experiment with the notation maker.</b></p>
<ul style="list-style-type: none"> <li>Performing</li> </ul>	
<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></p>	
<ul style="list-style-type: none"> <li>Share a performance of the learning that has taken place in class</li> </ul>	<p><b>Performance to parents to celebrate unit. Videos to send out on Class Dojo.</b></p>
<ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	

<ul style="list-style-type: none"> <li>• Rock</li> <li>• Bridge</li> <li>• Backbeat</li> <li>• Amplifier</li> <li>• Chorus</li> <li>• Bridge</li> <li>• Riff</li> <li>• Hook</li> <li>• Improvise</li> <li>• Compose</li> <li>• Appraising</li> <li>• Bossa Nova</li> <li>• Syncopation</li> <li>• Structure</li> <li>• Swing</li> <li>• Tune/head</li> <li>• Note values</li> <li>• Note names</li> <li>• Big bands</li> <li>• Pulse</li> <li>• Rhythm</li> <li>• Solo</li> <li>• Ballad</li> <li>• Verse</li> <li>• Interlude</li> <li>• Tag ending</li> <li>• Strings</li> <li>• Piano</li> <li>• Guitar</li> <li>• Bass</li> <li>• Drums</li> <li>• Melody</li> <li>• Cover</li> <li>• Old-school Hip Hop</li> <li>• Rap</li> <li>• Synthesizer</li> <li>• Deck</li> <li>• Backing loops</li> <li>• Funk</li> <li>• Scratching</li> <li>• Unison</li> <li>• Pitch</li> <li>• Tempo</li> <li>• Dynamics</li> <li>• Timbre</li> <li>• Texture</li> <li>• Soul</li> <li>• Groove</li> <li>• Bass line</li> <li>• Brass section</li> <li>• Harmony,</li> </ul>	
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## Design Technology

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Food Technology</b></p> <p><i>understand and apply the principles of a healthy and varied diet</i></p> <p><i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</i></p>	
<ul style="list-style-type: none"> <li>• be both hygienic and safe in the kitchen</li> <li>• know how to prepare a meal by collecting the ingredients in the first place</li> <li>• know which season various foods are available for harvesting</li> </ul>	<p><b>Cooking with Harvest foods</b></p> <p><b>Pumpkin soups</b></p> <p><b>Pasta</b></p> <p><b>Vegetables</b></p> <p><b>Produce a dish using them - soups</b></p>

**Physical Education – Follow Real P.E. and supplement with NC P.E. experiences**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Athletics</b>	
<i>use running, jumping, throwing and catching in isolation and in combination</i>	
<ul style="list-style-type: none"> <li>• controlled when taking off and landing</li> <li>• throw with increasing accuracy</li> <li>• combine running and jumping</li> </ul>	
<b>Competitive Games</b>	
<i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i>	
<ul style="list-style-type: none"> <li>• gain possession by working a team and pass in different ways</li> <li>• choose a specific tactic for defending and attacking</li> <li>• use a number of techniques to pass, dribble and shoot</li> </ul>	
<b>Gymnastics</b>	<b>Real Gym x1 session – Personal Unit</b>
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	
<ul style="list-style-type: none"> <li>• make complex extended sequences</li> <li>• combine action, balance and shape</li> <li>• perform consistently to different audiences</li> </ul>	<b>Floor work and bench work Links to Real PE 1</b>
<b>Dance</b>	
<i>perform dances using a range of movement patterns</i>	
<ul style="list-style-type: none"> <li>• compose own dances in a creative way</li> <li>• perform dance to an accompaniment</li> <li>• dance shows clarity, fluency, accuracy and consistency</li> </ul>	
<b>Outdoor and Adventurous Activity</b>	
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	
<ul style="list-style-type: none"> <li>• follow a map into an unknown location</li> <li>• use clues and a compass to navigate a route</li> <li>• change route to overcome a problem</li> <li>• use new information to change route</li> </ul>	
<b>Evaluate</b>	
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	
<ul style="list-style-type: none"> <li>• pick up on something a partner does well and also on something that can be improved</li> <li>• know why own performance was better or not as good as their last</li> </ul>	
<b>Swimming</b>	
<ul style="list-style-type: none"> <li>• develop their swimming aiming for competency, confidence and proficiency over increasing distance</li> </ul>	



<ul style="list-style-type: none"> <li>develop their use of a range of strokes effectively, for example front crawl, backstroke and breaststroke</li> <li>develop their awareness of safe self-rescue in different water based situations</li> </ul>																																											
<b>Real P.E.</b>																																											
<p style="text-align: center;"><b>Unit 1 Cognitive</b></p> <ul style="list-style-type: none"> <li>I have a clear idea of how to develop my own and others work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</li> </ul>	<p><b>Unit 1 Personal</b> I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</p> <p><b>Coordination Ball Skills</b> I can maintain control of the ball throughout. I can complete challenges in both directions. I can move the ball smoothly and fluently.</p> <p><b>Agility Reaction / Response</b> I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.</p> <p><b>Aut 1</b></p>																																										
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	<table border="1"> <thead> <tr> <th>Age Group</th> <th>Block 2</th> <th>Block 3</th> <th>Block 4</th> <th>Block 5</th> <th>Block 6</th> </tr> </thead> <tbody> <tr> <td>Monday Year 1</td> <td>Ball Skills Hands</td> <td>SAQ</td> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> <td>Athletics</td> </tr> <tr> <td>Monday Year 2</td> <td>Ball Skills Hands</td> <td>SAQ</td> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> <td>Athletics</td> </tr> <tr> <td>Tuesday Year 3</td> <td>Benchball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Wednesday Year 4</td> <td>Benchball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Thursday Year 5</td> <td>Basketball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Friday Year 6</td> <td>Basketball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> </tbody> </table>	Age Group	Block 2	Block 3	Block 4	Block 5	Block 6	Monday Year 1	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics	Monday Year 2	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics	Tuesday Year 3	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Wednesday Year 4	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Thursday Year 5	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Friday Year 6	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics
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## PSHE

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Being Me In My World</b>	<b>Resource links from: Jigsaw</b>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to face new challenges positively</li> <li>Understand how to set personal goals</li> <li>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>Know how an individual's behaviour can affect a group and the consequences of this</li> <li>Understand how democracy and having a voice benefits the school community</li> <li>Understand how to contribute towards the democratic process</li> </ul> <p><b>Social and Emotional Skills</b></p> <ul style="list-style-type: none"> <li>Be able to identify what they value most about school</li> <li>Identify hopes for the school year</li> <li>Empathy for people whose lives are different from their own</li> </ul>	<p>In this Puzzle (unit) the children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their PSHE Books.</p> <p>See the link below</p> <p><b>Key vocabulary:</b> Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child,</p>

<ul style="list-style-type: none"> <li>• Consider their own actions and the effect they have on themselves and others</li> <li>• Be able to work as part of a group, listening and contributing effectively</li> <li>• Understand why the school community benefits from a Learning Charter <ul style="list-style-type: none"> <li>• Be able to help friends make positive choices</li> </ul> </li> <li>• Know how to regulate my emotions</li> </ul> <p><b>Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</b></p>	<p>Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.</p>
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<https://jigsawlivescmsguk.blob.core.windows.net/umbraco-media/s1slj10y/06-ages-9-10-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

### Religious Education

For this unit there are 8 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and idea's on how to make the LC challenges more pupil friendly. Such Can I .....

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>U2.1</b></p> <ul style="list-style-type: none"> <li>• Why do some people think god exists?</li> </ul> <p>Emerging:</p> <ul style="list-style-type: none"> <li>• Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1).</li> <li>• Give two reasons why a Christian believes in God and one why an atheist does not (A3).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</li> <li>• Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</li> <li>• Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about how many people in the world and in your local area believe in God – using global statistics and the 2011 UK census. Ask pupils why they think so many people believe in God. Collect these reasons. Find out about how many do not believe. Learn the words 'theist' (believes in God), agnostic (cannot say if God exists or not) and atheist (believes there is no god).</li> <li>• Set up an enquiry to explore the key question. Ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God, in order to make this more manageable. Start by clarifying what Christians believe God is like. Build on learning from Key Question L2.1, and explore some of the names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). If this God exists, what difference would 'he' make to the way people</li> </ul>

<ul style="list-style-type: none"> <li>• Present different views on why people believe in God or not, including their own ideas (C1).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</li> <li>• Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1).</li> </ul>	<p>live? Make links with prior learning about the Bible and its 'big story' (Key Question L2.2).</p> <ul style="list-style-type: none"> <li>• Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background – many people believe (or don't believe) because of their home background; religious experience – many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Some argue that there is no need to use a Creator to explain the existence of the universe and life.</li> <li>• Consider ways in which Christians read the Genesis account of creation. Explore why some Christians read it literally; explore how lots of Christians read it as expressing some truths about God and human beings without reading it literally. Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander).</li> <li>• Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God.</li> </ul>
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## Foreign Languages

<p style="text-align: center;"><b>Listening</b></p>	<p>Language Angels</p>
<p><i>Listen attentively to spoken language and show understanding by joining in and responding</i>  <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i>  <i>Appreciate stories, songs, poems and rhymes in the language</i></p>	<p><b>Autumn 1 – Do you have a pet</b>  Teaching Type: Intermediate  Unit Objective: To say what pet you have and do not have in French.  By the end of this unit we will be able to:</p>
<ul style="list-style-type: none"> <li>• Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the nouns and indefinite articles for 8 common pets.</li> <li>• Ask somebody if they have a pet and give an answer back.</li> <li>• Say in French what pet we have/do not have and give our pet's name.</li> <li>• Start to use the simple connectives <i>et</i> (and) and <i>mais</i> (but) to make more complex and interesting sentences.</li> </ul>
<p style="text-align: center;"><b>Speaking</b></p>	

*Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*  
*Speak in sentences, using familiar vocabulary, phrases and basic language structures*  
*Present ideas and information orally to a range of audiences*  
*Describe people, places, things and actions orally and in writing*

- Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.

**Reading/ Writing**

*Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*  
*Read carefully and show understanding of words, phrases and simple writing*  
*Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*  
*Write phrases from memory, and adapt these to create new sentences, to express ideas clearly*  
*Describe people, places, things and actions in writing*

- Understand longer passages in French and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt.
- Write a paragraph using familiar language incorporating connectives/ conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute alternatives (My name, my age, where I live, a pet I have, a pet I don't have and my pet's name).

**Grammar**

*Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.*

- Revision of gender and nouns and learn to use and recognise the terminology of articles (define, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjunction (I wear/ he/she wears) and also be able to describe clothes in terms of colour (my blue coat).

**Cayton Creation**

What do they know about Anglo Saxon Britain?  
 Big piece of sugar paper to show all their ideas.

## Cayton Conclusion

### Creating own meal from seasonal vegetables

## English

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Whole Class Reading</b></p> <p><i>Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.</i></p>	
<ul style="list-style-type: none"> <li>• Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues?</li> <li>• Can I apply my growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*?</li> <li>• Can I read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word?</li> <li>• At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</li> <li>• Can I prove that the book makes sense and discuss my understanding and meaning of words in context?</li> <li>• Can I read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types?</li> <li>• Can I participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously?</li> <li>• Can I identify main ideas drawn from more than one paragraph and to summarise these?</li> <li>• Can I recommend texts to peers based on personal choice?</li> <li>• Can I discuss vocabulary used by the author to create effect including figurative language?</li> <li>• Can I evaluate the use of authors' language and explain how it has created an impact on the reader? Can I draw inferences from characters' feelings, thoughts and motives?</li> </ul>	

<ul style="list-style-type: none"> <li>• Can I make predictions based on details stated and implied, justifying them in detail with evidence from the text?</li> <li>• Can I continually show an awareness of audience when reading out loud using intonation, tone, volume and action?</li> <li>• Can I use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts?</li> </ul>	
<b>Text and Composition</b>	
<i>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</i>	
<ul style="list-style-type: none"> <li>• Can I plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own?</li> <li>• Can I consider, when planning narratives, how authors have developed characters and settings in what I have read, listened to or seen performed?</li> <li>• Can I proofread work to précis longer passages by removing unnecessary repetition or irrelevant details?</li> <li>• Can I consistently link ideas across paragraphs?</li> <li>• Can I proof-read my work to assess the effectiveness of my own and others' writing and to make necessary corrections and improvements?</li> <li>• Can I consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes?</li> <li>• Can I describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace?</li> <li>• Can I regularly use dialogue to convey a character and to advance the action?</li> <li>• Can I perform my own compositions confidently using appropriate intonation, volume and movement so that meaning is clear?</li> </ul>	<b>Class Novel – Anglo-Saxon Boy by Tony Bradman</b>
<b>Grammar</b>	
<i>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</i>	
<ul style="list-style-type: none"> <li>• Can I use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc?</li> <li>• Can I ensure the consistent and correct use of tense throughout all pieces of writing?</li> <li>• Can I use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly)?</li> <li>• Can I use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery?</li> <li>• Can I use commas consistently to clarify meaning or to avoid ambiguity?</li> <li>• Can I use brackets, dashes or commas to indicate parenthesis?</li> </ul>	<p><b><u>Anglo-Saxons</u></b></p> <p><b>Recount – Viewpoint from a soldier at the Battle of Hastings</b>  <b>Audience: Children</b></p> <p><b>Battle of Hastings Newspaper – Writing the events of the battle.</b></p>

<ul style="list-style-type: none"> <li>Can I recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity?</li> </ul>	
<p align="center"><b>Spellings and handwriting</b></p>	
<p><i>Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.</i></p> <p><i>Understanding the history of words and relationships between them can also help with spelling.</i></p>	
<ul style="list-style-type: none"> <li>Can I spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious)?</li> <li>Can I spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious)?</li> <li>Can I spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight)?</li> <li>Can I spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough)?</li> <li>Can I spell many of the Y5 and Y6 statutory spelling words correctly?</li> <li>Can I convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate)?</li> <li>Can I convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise)?</li> <li>Can I convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify)?</li> <li>Can I convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten)?</li> <li>Can I spell complex homophones and near-homophones, including who's/whose and stationary/stationery?</li> <li>Can I use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary?</li> </ul>	<p><b><u>Anglo-Saxons</u></b></p> <p><b>Argument – Viewpoint from a soldier at the Battle of Hastings</b>  <b>Audience: Children</b></p> <p><b>Non-chronological report, description of battlefield, diary, argument- all non-fiction</b>  <b>Anglo-Saxons</b></p> <p><b>Reading Spine-  Writing inspired by Fiction-</b></p>

**Mathematics**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Negative Numbers</b>	<b>Talk about BC and AD on a number line</b>
<b>Roman Numerals</b>	<b>Show buildings with Roman Numerals on them</b>





# Anglo-Saxon: KS2 Knowledge Mat

## Subject Specific Vocabulary

<b>archaeologist</b>	People who discover our history by looking at artefacts that have been found.
<b>Anglo-Saxon kingdoms</b>	The Anglo-Saxons formed many regions each with one ruler, known as kingdoms.
<b>shires</b>	Saxon lands were divided into shires, which helped to make up the counties we have today
<b>Shire reeve</b>	The peace officer of a shire, later known as 'sheriff'.
<b>thane</b>	An important Anglo-Saxon person.
<b>legacy</b>	Anglo-Saxons left a legacy which included the language we speak, culture and politics. Many of the shires are our boundaries for counties today.
<b>Wessex</b>	Known today as Dorset, Hampshire, Somerset and Wiltshire.
<b>Witan or witenagemot</b>	A council that helped the Saxon king rule.
<b>wergild</b>	A fine imposed for stealing or killing.
<b>churl</b>	A lower-class Anglo-Saxon but better than a slave.
<b>Mercia</b>	Known today as East Anglia, Essex, Kent and Sussex.



## Exciting Books



## Sticky Knowledge about the Anglo-Saxons

- The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes.
- The name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'.
- They came to Britain from across the North Sea in the middle of the 5<sup>th</sup> Century.
- For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land.
- The Anglo-Saxons were fierce people who fought many battles, including fighting each other.
- The Anglo-Saxon period ended when the Normans conquered Britain in 1066.

## Anglo-Saxon Settlements

