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|  | | <h1>Year 5</h1> | | | |  |
| Lapage Primary School | | Medium Term Planning Spring 1 2021 | | | | Topic: Anglo Saxons |
| Year Group: 5 | | Class teachers: Mrs Naqvi 5W, Mrs Shah 5R Miss Hewitt 5M Mrs Shaheen | | | | Educational Visit/ Visitors: |
| Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Reading | A Long Way Home by Michael Morpurgo | | | | | |
| English | <p>Jane Constadine - the present Animation story</p> <ul style="list-style-type: none"> • Connect the story with their own experience and previous reading. • Understand the story's cultural and geographical context and use this to visualise the setting, sounds. • Understand how a character's own self-image can differ from the perceptions of others. <p><u>Writing</u></p> <ul style="list-style-type: none"> • To write a what happens next in | | <p style="text-align: center;"><u>Science explanation text - Forces</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Read science text to find out information about the different types of forces. • Identify key features of a science texts and examine the structure of how the information is set. • Understand how texts are able to be altered to | | <p style="text-align: center;"><u>Writing Instructions- How to make an Anglo Saxon home</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • To understand and identify key features of instructions. | |

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| | <p>the little boy's life, after he finds a boy crying in the park.</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> • First Person and past tense. • Adverbs and Fronted adverbials. • Dialogue • Complex sentences • Simile | | | <p>suit audience and purpose.</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> • Using all the features of an explanation text, write a science explanation text on forces. <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Formal tone • Present tense • Adverbs and adverbials | | <p><u>Writing</u></p> <ul style="list-style-type: none"> • To write a set of instructions about how to make an Anglo Saxons home <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Using bullet points or numbering to punctuate. • Use present tense. • Use imperative verbs and adverbs. |
| <p>Maths</p> <p>Fractions, Decimals and Percentages</p> | <p>Recap divisions formal short divisions and long divisions.</p> | <p>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> | <p>compare and order fractions whose denominators are all multiples of the same number</p> | <p>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $1\frac{1}{2}$ +</p> | <p>Add and subtract fractions with different denominators and mixed numbers</p> | <p>solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.</p> |

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| Science Forces | <p>What is a force?</p> <p>How many different forces are there?</p> <p>To explain the role of gravity</p> | <p>To understand that forces can balance each other</p> <p>To investigate balanced and unbalanced forces</p> | <p>To explain why gravity is a pulling force</p> | <p>To- identify air resistance and understand friction</p> | <p>To understand what up thrust is</p> <p>To carry out an investigation that will show us what air resistance is</p> | <p>Skill: to make observations and comparisons of relevant features in a variety of contexts;</p> <p>To identify what water resistance is</p> |
| History Anglo Saxons | <p><u>Enquiry Based Learning (EBL) What would it have been like to live as an Anglo Saxon?</u></p> <p><u>KWHL grid to complete - prior knowledge</u></p> <p>To know when the Anglo Saxon era took place To know when and how the Anglo-Saxons came to Britain - rulers.</p> <p>How did this impact our</p> | <p><u>EBL: What would it have been like to live as an Anglo Saxon?</u></p> <p><u>Writing task - non-chronological report</u> deep mark</p> <p>To understand the lifestyle of the Anglo-Saxons and how this has changed over time. Link to jobs, punishment, medicine and food.</p> <p>Compare to modern day Britain and focus on 1066.</p> | <p><u>EBL: What would it have been like to live as an Anglo Saxon?</u></p> <p><u>Writing task - letter</u> deep mark</p> <p>Look at artefact related to the Anglo-Saxon era.</p> <p>What do you think life like for Anglo-Saxon children? Do you think it was similar or different to children's lives today? How? Why? Discuss similarities and differences of children's lives today and in Anglo-Saxon times. What would it be like living in an Anglo-Saxon house? Would it be</p> | | | |

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| | <p>lives?</p> <p>KPI Develop the appropriate use of historical terms. Know key dates, characters and events of time studied.</p> | <p>KPI Know key dates, characters and events of time studied. Examine causes and results of great events and the impact on people.</p> | <p>healthy with a fire smoking all day? How would you feel having to work all day instead of playing?</p> <p>KPI Know key dates, characters and events of time studied. Examine causes and results of great events and the impact on people.</p> |
| <p>Geography Settlements of Anglo Saxons</p> | <p>Why did the Anglo Saxons come to settle in Britain? Discuss invasion of Britain and the Anglo Saxon kingdoms. Look at the map of modern Britain and highlight the areas that were invaded in the Anglo Saxon period, labelling the Anglo Saxon kingdoms. Can the children recognise the cities/counties as they are known today? Discuss where the Anglo Saxons came from. Discuss the cities and names of cities where Anglo Saxons invaded and hence were named after the Saxons.</p> <p>KPI: Name and locate counties and cities of</p> | | |

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| | the United Kingdom | | | | | |
| | Identify human and physical geography of United Kingdom (the areas where the Anglo Saxons invaded and settled) | | | | | |
| RE How do different religions express their beliefs? | To be able to understand the meaning of belief and recognise people have different beliefs. | To be able to understand the meaning of belief and recognise people have different beliefs. | Reflect on links and comparisons between their own and others' identity and experience. Can I tell which religion someone follows by the way they look? | Understand and make some connections between key teachings in religious and non-religious worldviews. To be able to understand how Muslims express their beliefs by observing the 5 pillars. | Understand and make some connections between key teachings in religious and non-religious worldviews. (Christianity-Baptism/confirmation) | Learning Objective: To understand the meaning of an El Salvador Cross and how they are used for Christians to express their belief. |
| PSHE Citizenship | What is citizenship? To understand why & how | To understand why different rules are needed in | To understand what a refugee is | To realise the consequences of antisocial and aggressive behaviours, such as | To research, discuss and debate topical issues, problems and events | To understand that everyone has human rights, all peoples and all societies and |

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| | rules and laws that protect themselves & others are made and enforced. | different situations and to understand how to take part in making & changing rules | | discrimination on individuals and communities. | concerning health and wellbeing and offer their recommendations to appropriate people | that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. |
| <u>Music - linked to Anglo Saxons</u> | <p>Music- <u>Music from the Anglo Saxons period</u> Identify and explore musical devices they used. Perform from memory and from notations with awareness of others. Improvise melodies. Compose for different occasions using melody.</p> | | | <p>To listen to music and say if the pitch is high low Pace is fast slow Compare music and musical instruments from that period and the modern period. Use Charanga</p> | | |
| <u>DT-</u> planning, making and evaluating Anglo-Saxon homes. | <p>Children research and then plan and make their own Anglo Saxons homes To evaluate their structures</p> | | | <p><u>D.T-Plan and make Anglo-Saxon homes.</u> Can evaluate a product against the original design specification Can include the opinions of others in their evaluation Can select appropriate tools and techniques for making their product Can measure and mark out accurately Can use different tools and skills safely and accurately Can cut and join with accuracy to ensure a good quality finish to the product</p> | | |

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| <p>Computing</p> <p>Computer Program</p> | <p style="text-align: center;">Programming</p> <p style="text-align: center;">Create an Anglo Saxon / Viking themed racing game in Scratch.</p> | | | | | |
| <p>PE</p> <p>Athletics</p> | <p>To practise and refine existing running, jumping and throwing skills.</p> | <p>To use an effective technique for sprinting including the sprint start.</p> | <p>To sustain my running pace over longer distances.</p> | <p>To practise jumping for height.</p> | <p>To learn the fling throw technique.</p> | <p>To use a variety of throwing techniques.</p> |
| <p>Food technology</p> <p>Arabic</p> <p>PE</p> | <p style="text-align: center;">Taught by Specialist teachers during PPA carousel</p> | | | | | |