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| **STOCKHAM _CRESTTheme/Subject: Anglo Saxons/ History**  **Breadth:**  Being Anglo-Saxon was a matter of language an | EurekAlert! | | | | |
| **As writers: Persuasive**  **Sentence Structure, adverbials, noun phrases, rhetorical questions, counter arguments, metaphors, subordinating conjunctions. daisy.britten@teachingpersonnel.com**  **Texts:**  **Class reader: Kick**  **Non fiction: Anglo Saxon and Scots Invaders**  **Narrative: Kick** | | **Being physically active:**  Choose and combine techniques in game situation.  • Work alone, or with team mates in order to gain points or possession.  Field, defend and attack tactically by anticipating the direction of play.  • Choose the most appropriate tactics for a game.  • Uphold the spirit of fair play and respect in all competitive situations.  • Lead others when called upon and act as a good role model within a team. | **As Designers:**   * Understand the importance of correct storage and handling of ingredients * Measure ingredients accurately * Follow a recipe * Demonstrate a range of baking and cooking techniques * Create and refine recipes. | **As scientists:**  Compare and group together everyday materials based on their properties.  • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.  • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.  • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.  • Demonstrate that dissolving, mixing and changes of state are reversible changes.  • Explain that some changes result in the formation of new materials. |
| **As readers:**   * Recommending books * Exploring the meaning of words * Making comparisons * Inferring * Summarising | | **As Mathematicians:**   * Multiplication/ Division * Perimeter and Area * Fractions | **As linguists (French):**   * Give simple directions * Describe where places are * Give directions to a particular place in the town * Ask for directions | **As musicians: How does music teach us about our community.**  Listening to, appreciating, understanding and performing music: Eerie Canal, Hero’s, Happy to be me. |
| **As computer Experts:**   * Understand the terms algorithm, programme and debug. * Design, write and debug programmes that accomplish specific goals. | | **As Historians:**   * Explain the reasons why the Anglo Saxons came to Britain * Explain what happened after the Roman Army left Britain * Identify the main characteristics of Anglo Saxon Britain * Explain how Anglo Saxon Rule changed during Anglo Saxon Times | **Religious Education:**   * Understand some key facts of Judaism. * Understand how the commandments express a relationship with God. * Recognise the features of a synagogue. * To be able to describe the story of Easter and make links to religious beliefs * Investigate the meaning of Purim. | **As citizens (PSHCE):**  Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.   * Understand some of the risks with misusing alcohol. * To know and can put into practice basic emergency aid procedures and know how to get help in emergency situations * Understand how the media, social media and celebrity culture promotes certain body types * Describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures * To know what makes a healthy lifestyle |
| **Key Vocabulary:** | Medieval, legacy, Christianisation, pagan, literature, descendants, conquered, stability, collapse, chaos, upheaval, consequences, independent, allegiance, Anglo Saxons, yeast, knead, dough, prove, taste, texture, properties, dissolve, solution, solids, liquids, gases, evaporating, sieving, filtering, mixing, reversible, irreversible. | | | |

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| **Curriculum Drivers:** | **Curiosity:**   * Who was the Anglo Saxons? When did they arrive? Why did they arrive? * Why did the Romans leave? * What was it like in Anglo Saxon Britain? * How do we know about the beliefs and culture of the Anglo Saxons? | **Knowledge of the wider world:**   * Where did the Anglo Saxons come from in Europe? * What other major civilisations were flourishing at the same time as the Anglo Saxons? * How do the Anglo Saxons link to our local area? | **Aspirations:**   * Knowledge of different careers – historians, scientists, food technology. * Knowledge of how to lead a healthy lifestyle and to overcome potential barriers and how to help others. |

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| **Home learning:** | Year 5 homework for this term will be the following:   * Weekly logging into Spelling Shed to practise the weekly spellings – 6 games to unlock other games – the spellings can be practiced in their homework books too. * Weekly logging into Times Tables Rockstars – 15 minutes to release other games. * Reading- recorded into the reading diary to be entered into the readers raffle every Thursday and Key Stage 2 readers raffle at the end of term. * One item to be chosen from the homework menu per week, to be handed in every Thursday |