

Invaders and Settlers!

Year: 5

Term: Autumn Term 2

Tier 1 (Known Words)

Tier 1

Farmer-warrior

Monk

Christianity

Invader

Ship

Tier 2 (Sentence and Visual)

Tier 2

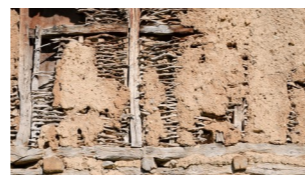
Angles , Saxons,
and Jutes—
warrior-farmers
from Northern Europe



Rune - Anglo Saxon letters



Wattle-and-daub - Sticks and
mud used to build walls



Thatch—A grass
used for roofs



Tier 3

Tier 3

Sutton Hoo

Lindisfarne

Augustine

Alfred the Great



English (Objectives)

Beowulf (Historical)

VGP

- Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that
- Create and punctuate complex sentences using ed or ing opening clauses
- Create and punctuate sentences using similes,
- Demarcate complex sentences using commas in order to clarify meaning.
- Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'
- Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.
- Use expanded noun phrases to convey complicated information concisely

Composition

- Identifying the audience and purpose of the writing, selecting the appropriate form and use a similar model
- Select the appropriate vocabulary and grammar structures.
- Use similar writing models.
- Think how authors develop characters and settings (in books, films and performances).
- Blend action, dialogue and description within and across paragraphs.
- Assess the effectiveness of own and others' writing in relation to audience and purpose.
- Ensure consistent and correct use of tense throughout a piece of writing.
- Proofread for spelling and punctuation errors.

Comprehension

- Explore themes within and across texts e.g. Loss, heroism, friendship.
- Make comparisons within a text e.g. characters' viewpoints of same events.
- Explain the meaning of words within the context of the text.
- Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.
- Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.

Enrichment (Visits/Visitors/Parent Showcase)

- Anglo-Saxon workshop

Maths (Lancashire Planning units)

Unit 6 – Multiplication and division

Unit 7 – Fractions

Unit 8 – Multiplication and Area

Unit 9 – Time

Review

Science

Skills:

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- 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, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Humanities (Geography/History – Objectives)

Britain's settlement by Anglo-Saxons and Scots In this theme children learn about Britain's settlement by Anglo-Saxons and Scots. They will learn that people have been coming to settle in Britain for a long time. They will learn where in Britain the Anglo-Saxons settled, their ways of life and about some of the tensions caused by their settlement.

History

Chronology

- Know and sequence key events of time studied
- Use relevant terms and period labels
- Make comparisons between different times in the past

Connections

- Know and sequence key events of time studied
- Use relevant terms and period labels
- Make comparisons between different times in the past
- To note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Questioning

- To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Sources

- To understand how our knowledge of the past is constructed from a range of sources.

Art and DT

- DT: Sewing – seam allowance and gussets
- Use dry media to make different marks, lines, patterns and shapes within a drawing.
- Experiment with wet media to make different marks, lines, patterns, textures and shapes.

Music Sing Up

- Recorders Stage 2

Computing

Video Production

To explain what makes a video effective .

MFL (From Twinkle Scheme)

- All about ourselves

Health

PSHE

Mental Wellbeing

Caring Friendships

P.E (Lancs Unit)

- Striking and Fielding (Outdoor Session)
- Gym (Indoor Session)

R.E (unit) - Lancashire Agreed Syllabus

- Christianity: Why is it sometimes difficult to do the right thing?