The Big Question: Were the Anglo Saxons fierce fighters or friendly farmers?		Main Subject Focus: History		Year Group: 5	Term: Autumn 1
Science: Area of Study	**Geography: Area of Study**	**History: Area of Study**	**Computing: Area of Study**	**RE: Area of Study**	**Writing Opportunities: Genres**
Forces I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	**Anglo Saxons** I can identify key physical and human characteristics focusing on a region of the UK and Europe I can use fieldwork to observe, measure, record and present the human and physical features in Whitby, Scarborough and the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Use 8 points of a compass 4 and 6 figure grid references, symbols and key, to build knowledge of the wider world I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**What impact did the Anglo Saxons have on Britain?** I can identify how Retford was given its name and the settlements of the Anglo Saxons in Retford. I understand how St Columba and St Augustine spread Christianity through Britain. I can identify King Offa, King Canute and Alfred The Great as Anglo-Saxon Kings. I identify some of the words derived from the Anglo Saxons which we use today including 'burgh' and 'ford'. I can identify the Date of an event that happened during a period of History I am studying.	I can design algorithms that use repetition in programmes including Scratch, Minecraft and Code.org. I can use 2-way selection in programmes including scratch and code.org I can use If/else blocks in programmes including scratch and Code.org I can design a simple game on scratch and code.org following a simple visual tutorial.	**5.3 Belief and questions Islam** **Key Question- How do people's beliefs about God, the world and others have impact on their lives?** Explain the main beliefs of Muslims about God. Show that they understand why the worship of Allah matters to Muslims Consider varied answers to questions about whether god is real and what God is Like. Clearly explain reasons why they hold their own views about questions to do with God Explain what matters about worshipping God to Muslims	Write a Diary entry as Bilbo Beowulf poem **Reflect Ed and Others** Learn a new skill enabling children to reflect on strategies for learning and the importance of developing resilience. Develop their understanding of metacognition.

	I know the countries that make up the European Union. I can name and locate major countries and continents of the Word I know, name and locate the major capital cities of neighbouring European Countries. I know about, name and locate many of the world's most famous mountainous regions.	I can understand the reasons for the Anglo Saxons picking their time to invade Britain and comparing this to the Roman period. I can explain, in written form, which event/discovery/monarch was the most important during a period of History I am studying and give reasons as to why. I can evaluate the reliability of some primary and secondary sources. I understand what a biased opinion means and why it may be used when questioning the reliability of sources.			
		Novel/Books: The Hobbit/ Beowulf/ Night of The Red Devil Visit/Enrichment Experience: Forces project day at school Retford Museum visit- Anglo Saxon Archaeologists Residential to Whitby and York trip			

RHSE: Area of Study	Art: Area of Study	PE: Area of Study	DT: Area of Study	Music: Area of Study	MfL: Area of Study
RSHE- What makes up our identity? I know how to recognise and respect similarities and differences between people and what they have in common

I understand that there are a range of factors that contribute to a person's identity e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes I know about the different types of relationships people have in their lives

I know how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some does not correspond | I can observe and talk about illuminated letters by contemporary craftspeople Toni Watts and the Terra Santa Museum website.

I can adapt my illuminated letter according to my own and others views.

I can talk about and describe our class artists (Cliff, Johnstone, Banksy), making links with my work and beginning to annotate my own work with comments and thoughts. | **Swimming** swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.

Athletics I am controlled when taking off and landing when performing a jump.

I can combine running and jumping.

Invasion games I gain possession by working as a team.

I can pass in different ways.

Choose a tactic for defending and attacking. | I use internet searches and questionnaires to research design ideas.

I produce a detailed step-by-step plan and explain it to others.

I use cross sectional planning and annotated sketches to explain my plan.

I suggest alternative plans; outlining the positive features and drawbacks.

I use prototypes to model and refine my design.

Begin to use cams, pulleys or gears to create movement **(Mechanisms)**

 Refine my product after testing **(Mechanisms)** | I can suggest improvements to my own work and that of others

I can explain whether I think music is successful or unsuccessful.

I can breathe in the correct place when singing.

I can maintain my part whilst others are performing their part.

I can perform a chord.

I can choose song lyrics to convey meaning in an Anglo-Saxon chant.

I can perform an Anglo-Saxon chant to a given beat | I listen to and understand the main points from more complex phrases and sentences.

I have a short conversation saying 3/ 4 things.

I use a bilingual dictionary or glossary to look up new words. |

with their biological sex) I know about stereotypes and how they are not always accurate and can negatively influence behaviours and attitudes towards others I understand how to challenge stereotypes and assumptions about others		I can use a number of techniques to pass, dribble and shoot			