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| September 2021 |



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| Cayton School | Medium Term Curriculum Plan Year 5 – Autumn 1 |

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

**History Driver: Anglo-Saxons**

**Key Enquiry:**

**History Driver**

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| **What I need the children to learn** | **Possible learning experiences** |
| **CHRONOLOGY**  **(Stone age to 1066)** |  |
| *To include:*  *Stone age to Iron age*  *Romans*  *Anglo-Saxons*  *Vikings* |  |
| * Know how Britain changed between the end of the Roman occupation and 1066 * Know about how the Anglo-Saxons attempted to bring about law and order into the country * Know that during the Anglo-Saxon period Britain was divided into many kingdoms * Know that the way the kingdoms were divided led to the creation of some of our county boundaries today * Use a time line to show when the Anglo-Saxons were in England | ***Plot on timeline***  ***Visit from Anglo-Saxon speaker in character to talk about Roman occupation to 1066***  ***Crime and punishment diaries, pictures and fact file for Anglo-Saxon times***  ***Newspaper report on Anglo-Saxons***  Design own Anglo Saxon character  Law and order – piece of writing about their own crime with a picture and number  Village hierarchy  Learn about the different Shires that make up the UK and the influence of the Anglo Saxons. |

**Computing**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Safe use** |  |
| *Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact* | Learn how to stay safe online |
| * understand that they have to make choices when using technology and that not everything is true and/or safe | <https://www.icompute-uk.com/members-area/uks2/index.html> and select Year 5 and then iSafe unit. |
| **Search engines** |  |
| *Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content* |  |
| * understand how search results are selected and ranked | Class discussion 1 session |

**Design Technology**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Food Technology** |  |
| *understand and apply the principles of a healthy and varied diet*  *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*  *understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed* |  |
| * be both hygienic and safe in the kitchen * know how to prepare a meal by collecting the ingredients in the first place * know which season various foods are available for harvesting | ***Cooking with Harvest foods***  ***Pumpkin soups***  ***Pasta***  ***Vegetables***  ***Produce a dish using them - soups*** |

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

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| **What I need the children to learn** | **Possible learning experiences** |
| **Athletics** |  |
| *use running, jumping, throwing and catching in isolation and in combination* | Jasmine PE |
| * controlled when taking off and landing * throw with increasing accuracy * combine running and jumping |  |
| **Competitive Games** |  |
| *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* |  |
| * gain possession by working a team and pass in different ways * choose a specific tactic for defending and attacking * use a number of techniques to pass, dribble and shoot |  |
| **Gymnastics** | ***X2 weeks after Real PE*** |
| *develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]* |  |
| * make complex extended sequences * combine action, balance and shape * perform consistently to different audiences | ***Floor work and bench work***  ***Links to Real PE 1*** |
| **Dance** |  |
| *perform dances using a range of movement patterns* |  |
| * compose own dances in a creative way * perform dance to an accompaniment * dance shows clarity, fluency, accuracy and consistency |  |
| **Outdoor and Adventurous Activity** |  |
| *take part in outdoor and adventurous activity challenges both individually and within a team* |  |
| * follow a map into an unknown location * use clues and a compass to navigate a route * change route to overcome a problem * use new information to change route |  |
| **Evaluate** |  |
| *compare their performances with previous ones and demonstrate improvement to achieve their personal best* |  |
| * pick up on something a partner does well and also on something that can be improved * know why own performance was better or not as good as their last |  |
| **Swimming** |  |
| * develop their swimming aiming for competency, confidence and proficiency over increasing distance * develop their use of a range of strokes effectively, for example front crawl, backstroke and breaststroke * develop their awareness of safe self-rescue in different water based situations |  |
| **Real P.E.** |  |
| **Unit 1 Cognitive**   * 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. |  |
| **Nigel Carson Sessions** |  |
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**PSHE**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Being Me In My World** | **Resource links from: Jigsaw** |
| *• Know how to face new challenges positively*  *• Understand how to set personal goals*  *• Understand the rights and responsibilities*  *associated with being a citizen in the wider*  *community and their country*  *• Know how an individual’s behaviour can affect*  *a group and the consequences of this*  *• Understand how democracy and having a*  *voice benefits the school community*  *• Understand how to contribute towards the*  *democratic process* | 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.  See the link below |

[**https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/s1slj10y/06-ages-9-10-jigsaw-skills-and-knowledge-progression-for-parents.pdf**](https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/s1slj10y/06-ages-9-10-jigsaw-skills-and-knowledge-progression-for-parents.pdf)

**Religious Education**

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| **What I need the children to learn** | **Possible learning experiences** |
| **U2.1** |  |
| * Why do some people think God exists? | ***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).***  ***Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God.*** |

**Foreign Languages**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Speaking** |  |
| *speak in sentences, using familiar vocabulary, phrases and basic language structures* |  |
| * hold a simple conversation with at least 4 exchanges * use knowledge of grammar to speak correctly |  |
| **Reading** |  |
| *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* |  |
| * understand a short story or factual text and note the main points * use the context to work out unfamiliar words |  |
| **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 a paragraph of 4-5 sentences * substitute words and phrases |  |

**Cayton Creation**

What do they know about Anglo Saxon Britain?

Big piece of sugar paper to show all their ideas.

**Cayton Conclusion**

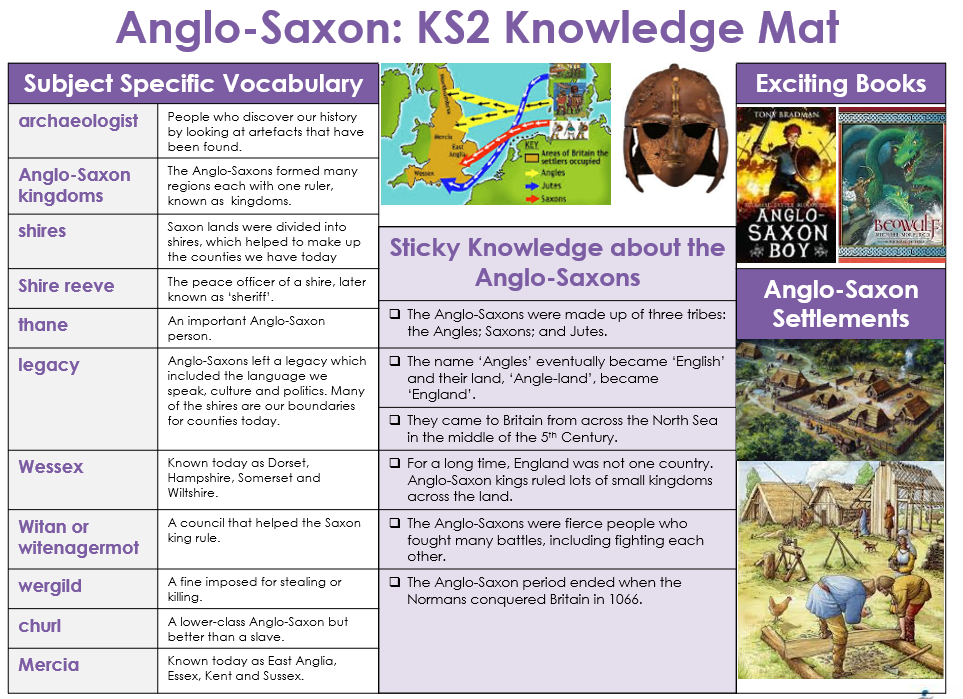
Create own Anglo Saxon community using everything they have learnt so far in partners.

**English**

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| **What I need the children to learn** | **Possible learning experiences** |
| Who the Anglo Saxons were | **Chronological report** |
| Anglo Saxon law and order | **Newspaper about a specific crime** |
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**Mathematics**

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