



History

Intent- to investigate 'Did the settlement, by the Anglo-Saxons, make Britain a better or worse place to live?'

Implementation

Investigate 'Who were the Anglo-Saxons and why did they invade and settle in Britain?'

Understand how the Anglo-Saxons split up England and the meanings of place names, which are still used today.

Know how and why Anglo-Saxons changed the homes and settlements from Roman Britain.

Investigate religions and festivals during Anglo-Saxons times and why they converted to Christianity.

Analyse sources to investigate the culture and lifestyle of Anglo Saxons

Composite Outcome: Compare life in Britain before and after the Anglo-Saxons settled and explain whether they thought it was a better or worse place to live providing evidence to support their opinion.

Impact: Children know how life changed in Britain from the Roman Times to the Anglo-Saxons and the affects of these changes.

Science

Intent- to know the different methods to separate materials and mixtures

Implementation

To research the scientist Marie Curie (R)

To separate metals from other materials using magnet (O)

To separate substances in a liquid using chromatography (O)

To observe and investigate how to separate large solids from smaller solids or large solids from a liquid (sieving) (O)

To observe and investigate how to separate small solids from a liquid (filtering) (O)

To observe and investigate how to separate a dissolved substance from a liquid (evaporation) (O)

Solve the enquiry problem "How can I get salt for my chips?" (PRS)

Composite Outcome: Problem Solving enquiry using a variety of separation methods to get 'salt for my chips' from a mixture of water, solids and a soluble. (PRS)

Impact: Children understand each separating method and are able to select the appropriate method to separate a mixture.

PSHE

Intent- to understand how to keep our bodies healthy through food choices and exercise.

Implementation

To know how junk food can affect our daily lives and health

To know what is in junk food

To plan a balanced daily diet

To learn about different nutrients and why we need them

To understand how exercise supports the function of the human body

To understand how different body parts work individually and as part of a team

To know the effects and risks of caffeine

Impact: Children develop a wider understanding of how to keep their bodies healthy.

Computing

Intent - to understand how information is transferred between systems and device. To discover how information is found on the world wide web.

Implementation

To understand the concept of an input, output and process to know how a digital system works

To know and understand how a larger computer system works

To know how to refine web searches on a search engine and that not all search engines show the same results

Recognise the role of web crawlers to create an index for a search engine.

To understand how search engines rank results.

To describe the ways search engine results can be influenced.

Composite Outcome: To describe the way search engine results can be influenced.

Impact: Children know how digital systems work. They understand how search engines work so they are able to refine their searches.

Art

Intent- to explore drawing and perspective through the work of Leonardo da Vinci.

Implementation

To explore the drawings of Leonardo da Vinci.

To use a full range of tones to represent form.

To develop use of foreground, middle ground, and background.

To plan how to apply skills learnt in a final drawing.

To create a final drawing in the style of Leonardo da Vinci.

To evaluate and reflect on a final drawing and reflect on the skills used.

Composite Outcome:

To create a final drawing and evaluate their own work and their peers.

Impact: Children will develop their drawing skills by mastering techniques and learn to evaluate art critically.



PE

Intent - to develop their personal coordination and agility skills. To continue to apply and develop a broader range of skills, learning how to use them in different ways, to link them to make actions and sequences of movement in netball.

Implementation

Warm up : Every 3 week the children focus on 1 warm up and progress once the class has mastered the concept of each stage: All Change and Gatemaster

Funs Skills : Our sequence of 6 depends on the control, confidence and competency of the individual's ability to perform the skill. Coordination: Ball skills (FUNS 9) and Agility: Reaction and response (FUNS 12) aiming for blue. **Coq** : For 6 weeks we are working on our personal skills

Implementation : Sport Netball

- Pass and move (chest, shoulder and bounce)
- Receive the ball on the move and perform the correct footwork (stride stop,)
- Receive the ball on the move and perform the correct footwork
- Perform three different dodges (Drive dodge and double dodge) and receive a ball .
- To defend and draw a player away using correct body position and attempt to intercept a pass
- Flick my wrist to shoot into a goal and lift.
- Know where the positions are on a netball court

Composite Outcome: Play netball using footwork, passes and movements.

Impact: Children can persevere with a task and can improve their performance through regular practice. They cope well and react positively when things become difficult . Netball—children can use a range of throwing skills, sequence of movements and linked actions when playing netball.

RE

Intent - to explore the enquiry question 'What does it mean if God is Holy and loving?'

Implementation

To discover what words we connect to the idea of 'God' and what words Christians connect to their idea of God.

To investigate what the Bible says God is like.

To explore how ideas of God be expressed in art

To consider how some Christians respond to a holy and loving God

To explore how churches and cathedrals reflect Christian ideas about God.

To show an understanding about 'What does it mean if God is Holy and loving?'

Composite Outcome: 'Show what you know' - display of all the facts which they have learnt.

Impact: Children understand what Christians believe about God and how he is holy and loving. They are able to express their own beliefs and ideas about what they believe is holy and loving.

French

Intent - to know the vocabulary for pets and explain if they own a pet.

Implementation

To revise 8 common household pets in French with their determiners.

Say 'I have a pet' in French .

To say what my pet is called in French'

To say what pet I do not have in French

To integrate the conjunction 'et' (and) 'mais' (but) accurately into my work.

Composite Outcome: To complete their end of unit assessment for reading, writing, listening and speaking

Impact: Children can say which pets they have or do not have and the name of their pets.