

Year 5: Autumn 1st Half  
Topic: Changes



Healthy Body  
Healthy Mind, Healthy Planet

### History

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

#### Implementation

Investigate 'Which civilization was in Britain before the Anglo-Saxons. Why did the Anglo-Saxons invade and what changed from Roman Times.

To investigate how the ruling of England change by being split into kingdoms with different rulers.

To compare the Anglo-Saxon homes in the countryside to the Roman towns and cities.

Investigate and compare the beliefs before and after the Anglo-Saxon settlement.

To investigate and compare the cultures, entertainment and writing of the Romans and 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

Investigate and identify how to separate some materials using their properties. Separate metals (iron and steel) from other materials using a magnet. (O)

To investigate by observing how to separate different soluble substance in liquids through the process chromatography. (O)

To investigate by observing how to separate large solids from smaller solids through sieving. (O)

To investigate by observing how to separate small solids from a liquid through filtering. (O)

To investigate by observing how to dissolved solids through evaporation. (O)

To research Marie Curie and what she discovered. (R)

**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:** they 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

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

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

### Art

**Intent-** To explore and experiment typography through drawing and collage.

#### Implementation

Generating Ideas: Investigate what typography is, using words to express ideas and emotions. Study and examine work by the artist Louise Fili.

Making: Experiment with using inks and string to create thread typography like the artist Pramod .

Experiment and play with 'cut-out typography' sing cut out black strips and shapes to create letters.

Explore creating words or phrases using objects and draw them for letters to create own typography.

Explore messages in maps, looking at the Marauder's Map and Greysen Perry's Map of Days.

**Composite outcome:** Create their own map using typography for message for an Anglo-Saxon Village

Evaluate their own work and their peers

**Impact:** To develop their drawing and collage skills to create their own detailed map of an Anglo-Saxon settlement with typography messages.

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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- Physical Education**

**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 Gatemas-ter

**Funs Skills :** Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill. Coordination: Ball skills (FUNS 9) and Agility: Reaction and response (FUNS 12) aiming for blue.

**Cog :** 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: Personal-**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 for a Christian to believe that God is holy and loving?'

**Implementation**

To understand the meaning of divine being.

To make connections between the biblical text and Christian's ideas of God

To explore how cathedral designs express ideas about God as being holy and loving.

To explain the importance of God from a Christian's point of view.

To compare different views and beliefs on being holy and loving and how this impacts the world.

To explore the children's individual ideas for what they deem to be holy and loving.

**Composite Outcome:** 'Show What You Know' display 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.

Music

**Intent-** to listen, appraise, compare and perform songs from RnB, Motown/ soul and musicals. Develop their improvising and composing skills.

**Implementation**

Listen and appraise the song 'Living on a Prayer' (Rock style). Start learning to sing the song.

Listen and appraise the song 'We will Rock You by Queen. Compare it with 'Living on a Prayer'. Learn how to play the song using glockenspiel with notes

Listen and appraise the song 'Smoke on the Water' by Deep Purple. Practise playing glockenspiel with the song. Improvise using notes.

Listen and appraise 'Rockin all over the World' by Status Quo. Continue to practise singing, playing glockenspiel and composing using notes .

Listen and appraise 'Johnny by Good' by Chuck Berry. Continue to practise singing and playing instrument for Let it Fly.

Listen and appraise 'I saw her standing there' by the Beatles.

**Composite Outcome:** Perform the Rock song 'Living on a Prayer' using voices, learnt glockenspiel and their own compositions.

**Impact** Children to practise singing and playing a glockenspiel to perform a Rock song. They can compare other Rock songs and show an appreciation for different styles.

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 determiner.

To learn how to say 'I have a pet' using the 8 pets from last week.

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.