

Year 5 Half Termly Overview – Autumn 2

ANGLO SAXONS How did the Anglo Saxons change Britain?	
<p>Big Impact Event Saxon day</p> <p>History Saxon and Scots Settlement</p> <ul style="list-style-type: none"> • Cause and consequence – why come to Britain. Why / how convert to Christianity? • Connections – Saxon legacy • Know and sequence key events of time studied. • Use relevant terms and period labels. • Make comparisons between different time periods in the past. • Study different aspects of different people e.g. differences between male and female / rich or poor experiences. • Examine causes and results of great events and the impact on people. • Compare life in ‘early’ and ‘late’ parts of the time period. • Compare an aspect of life with the same aspect in another period. • Begin to identify primary and secondary sources. • Use evidence to build up a picture of a past event. • Select relevant sections of information. • Use the library and internet for researching with increasing confidence. • Compare accounts of events from different sources – fact or fiction? • Offer some reasons for different versions of events 	<p>Celebration of Learning Soup kitchen for parents</p> <p>PSHE + C</p> <ul style="list-style-type: none"> • Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant. • Explain how feelings can be communicated with or without words. • Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people . • Demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as anger. <p>Music</p> <ul style="list-style-type: none"> • Describe, compare and evaluate music using musical vocabulary • Suggest improvements to their own or others’ work • Choose the most appropriate tempo for a piece of music • Identify and begin to evaluate the features within different pieces of music • Contrast the work of established composers and show preferences
<p>DT</p> <ul style="list-style-type: none"> • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary. • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. <p>Prior learning</p> <ul style="list-style-type: none"> • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. <p>Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. 	<p>Computing – Online reputation</p> <ul style="list-style-type: none"> • Explain how to search for online information about others • Give examples of what others may or not be willing to share about themselves online and why they need to be careful about sharing personal information • Explain who can be asked if they are unsure about what they’re posting online • Explain ways in which the information online could have been created, copied or shared by others • Search and summarise information about individuals • Describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect • Explain the ways in which anyone can develop a positive online reputation • Explain strategies anyone can use to protect their ‘digital personality’ and online reputation, including degrees of anonymity
<p>PE and Games – Football, Netball, Rugby and Dance</p> <ul style="list-style-type: none"> • Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. • Take part in outdoor and adventurous activity challenges both individually and within a team 	

<ul style="list-style-type: none"> • 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 • Use an increasing range of choreographic techniques. • Learn a traditional dance style. 	
<p>RE- Prophecy: The Magi</p> <ul style="list-style-type: none"> • Children are able to respond creatively and explain their response to their own experiences of the concepts introduced. • Explain some examples of how their responses relate to events in their own and others' lives. • Accurately explain meanings of concepts in the traditions studied. • Accurately explain how the concepts studied can have an impact on the traditions looked at. • Children can discern the value of the concepts studied for the traditions being looked at, as well as realizing the issues that could arise. • Children are able to discern possible value in the concepts for their own lives or communities. 	<p>MFL – My Family</p> <ul style="list-style-type: none"> • Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. • Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.
<p>Art, Science and Geography not covered during this half term.</p>	<p>Enrichment Opportunities e.g. outdoor learning Anti-Bullying Week (11th November -15th November) Christmas Fair Craft Activity</p>