

**Topic: Anglo-Saxons**

**Cycle Year: 2**

**Term: Autumn (Trip TBC)**



**Personal, Social, Health and Emotional Development:(including Relationships and Sex Education). Pupils will have the opportunity to explore:**

<p><b>Being In My World</b></p> <ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>
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**Religious Education:**

**What it means if Christians believe God is Holy and Loving?**

• Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed • Show how Christians put their beliefs into practice in worship • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

**For Christians, what kind of king is Jesus?**

• Explain connections between biblical texts and the concept of the kingdom of God • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Show how Christians put their beliefs into practice in different ways • Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today • Articulate their own responses to the idea of the importance of love and service in the world today

**PE:**

- Invasion Team Games: formation; attacking/defending; passing/receiving; controlling. Application to hockey, rugby, football, netball, basketball.
- Dance - responding to the varying musical styles/narrative.
- Gymnastics: exploring sequences in pairs including counterbalance, canon and unison.

Please see PE skills sheets for further guidance

**As linguists we will explore the French language through:**

- Recapping numbers to 69, classroom instructions and objects (colours, size and school bag)
- Maths in French (+=-)
- Mes passions - likes and dislikes - hobbies (infinitive with opinion verbs) - what I do for sports/activities/free time
- Talking about school, classroom, objects, subjects
- My Week (time and daily routine) - give opinions - introduce prepositions
- My Day (daily routine in 1st person)
- Time - recap days/months - write date/birthday/age
- St. Nicholas & French Christmas traditions.

Please see French progression map for further guidance

**As historians we will study the Anglo-Saxons:**

Children will consider why they came to Britain and whether the period deserves to be called the 'Dark Ages'. Throughout the unit, there is a strong focus on the range of sources that provide us with evidence about the people living at that time. The children will examine archaeological evidence, such as the Sutton Hoo ship burial and the Staffordshire hoard, while using written evidence from the time, including Beowulf, to provide context for the archaeological finds. They will learn about the importance of archaeological evidence and the work of the archaeologist, as well as the accidental finds of metal detectorists.

Knowledge, skills and concepts:

- develop a chronologically secure knowledge and understanding of British and world history
- develop the appropriate use of historical terms
- understand how our knowledge of the past is constructed from a range of sources
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- note connections, contrasts and trends over time
- regularly address and devise historically valid questions about significance.

Please see History skills sheets for further guidance

**As geographers we will explore changes in our local environment:**

Unit overview:

In this unit, the children will find out about the regions of the UK, discovering how some of these areas have changed over time. The children will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity on their own area.

Knowledge, skills and concepts

In this unit, the children will:

- name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- understand geographical similarities and differences through the study of human and physical geography of a region of the UK
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features
- use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Please see Geography skills sheets for further guidance.

**As designers we will focus on:**

- Designing, making and evaluating food - Viking bread
- Demonstrate how to measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients.
- Demonstrate how to use appropriate utensils and equipment that the children may use safely and hygienically.
- Consider texture, taste, appearance and smell.

Please see DT skills sheets for further guidance

**As artists we will:**

Mark making with paint (dashes, blocks of colour, strokes, points) through impressionists. Create a river landscape using skills learnt.

Please see art skills sheets for further guidance

**As musicians we will:**

At the movies - pupils will explore music from 1920s animated films to present day movies. They will learn techniques for creating soundtracks and film scores and will compose their own movie music. Pupils will use different musical elements in a composition-based unit of work.

Please see Music skills sheets for further guidance)

**As experts in computing, we will:**

- Further our coding skills by writing a more complex program using text variables; functions; timing; scoring and multitabs (6.1 - Cycle B)
- Extend our understanding of online safety (6.2) and blogging
- Set up a class blog, share features of a blog through 2write and consider the approval process, managing inappropriate posts and cyberbullying (6.4)

Please see computing skills sheets for further guidance

YEAR 5 & 6 - CYCLE B				
Designing and writing a more complex program Unit 6.1, Lessons 1 & 2	Decomposition and Abstraction Unit 5.1, Lesson 3	Using Functions Unit 6.1, Lesson 3	Flowcharts and control simulations Unit 6.1, Lesson 4	Text Adventure Unit 6.1, Lesson 6

**As scientists we will:**

**Work scientifically**

**Pupils will be taught to use the following practical scientific methods, processes and skills within the topics:**

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
  - Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
  - Record data and results of increasing complexity using scientific diagrams and labels and tables
- Light**
- Recognise that light appears to travel in straight lines
  - Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
  - Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
  - Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
  - Opportunities for children to develop their skills to work scientifically
- STEM investigation: Making shadows investigates the size of shadows (factors, questions)

Please see Science skills sheets for further guidance

**Develop our English skills through the stimuli:**

- Anglo- Saxon boy by Tony Bradman
- Kensuke's Kingdom by Michael Morpurgo (letter)
- Beowulf (poetry and descriptive narrative)
- The Buried Crown by Ally Sherrick
- Visit recount

Please see skills and knowledge in year group assessment sheets for further information.

**Develop our Maths skills through key foci of:**

- Number and Place Value Reasoning (comparing and ordering whole numbers, rounding, decimal place value, compare numbers with up to 3 decimal places, negative numbers in context)
- Multiplicative Reasoning (Multiply and divide by powers of ten, decimal and fractional equivalences of metric measures, converting between measures)
- Additive Reasoning (rounding and estimation, column addition and subtraction, problem-solving)
- Number Properties Reasoning (multiples and factors, prime numbers)
- Multiplicative Reasoning (Multiplication 3- or 4-digit number by a 2-digit number)
- Fraction Reasoning (equivalent fractions/simplest form, common denominators, improper fractions to mixed numbers, ordering, adding and subtracting)
- Multiplicative Reasoning (division, numbers up to 4-digits (yr5), answers have up to 2 decimal places, prove decimal fraction equivalents using short division (yr6), interpreting remainders)
- Algebraic Reasoning (Drawing a model to solve problems(yr5), solving word problems including algebra(Yr6), solving problems by modelling working backwards)

Please see skills and knowledge in year group assessment sheets for further information.

