St Mary's Medium Term Planning

Year group: 5 Term: Autumn 1 Topic: Anglo-Saxons

English	**Focus Text**: Anglo-Saxon Boy - Tony Bradman **Writing Genres:** 1. Character Description – of Magnus (fiction, informal/formal blend) 2. Narrative Retell – Battle of Hastings (fiction, informal) **Immerse** • Make your own Anglo-Saxon shields • Unpick key vocabulary from the blurb. • Get to know the main character, Magnus. • Understand the purpose and audience of a historical narrative **Skills** • Use descriptive vocabulary and expanded noun phrases • Vary sentence structure for effect • Use fronted adverbials and commas

	• Develop character through action, dialogue, and description • Use appropriate tone (blend of informal and formal) • Organise ideas into paragraphs **Write/ Analyse** • Planning paragraphs around a theme • Drafting and writing, organised around a theme • Proof reading and editing against a checklist

Maths	Place Value: • read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 • round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 ⌜ solve number problems and practical problems that involve all of the above • read Roman numerals to 1,000 (M) and recognise years written in Roman numerals Number – Addition and Subtraction: • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use • and why Line graphs and timetables: • Complete, read and interpret data presented in line graphs

Science

Unit overview		
	Key knowledge	**Key vocabulary**
Lesson 1: ***What is the Sun and what is Earth?***	• The Sun is a star. • A star is a huge ball of burning gas that gives off light and heat. • Earth is a planet. • A planet is a large, nearly spherical object that orbits the Sun. • Earth takes $365\frac{1}{4}$ days (one year) to complete one orbit of the Sun. • Light and heat from the Sun are necessary for life on Earth to exist. **Working scientifically** • Use models to represent a scientific concept or process.	• Earth • orbit • planet • star • **Sun**
Lesson 2: ***What is the Solar System?***	• The Solar System is the Sun and the eight planets that orbit the Sun, their moons, and asteroids and comets. • The Solar System has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. • Mercury, Venus, Earth, and Mars are called the inner planets. • Jupiter, Saturn, Uranus, and Neptune are called the outer planets. • The inner planets are made of rock; the outer planets are made of gas. • The outer planets are larger than the inner planets. **Working scientifically** • Record findings using simple scientific language, drawings, and labelled diagrams.	• gas • inner • outer • **Solar System**

Lesson 3: ***Can we find patterns in the Solar System?***	• There is a relationship between the length of a planet's orbit and its distance from the Sun. • There is a relationship between the temperature of a planet and its distance from the Sun. • The outer planets have more moons than the inner planets. **Working scientifically** • Record findings using simple scientific language, drawings, and labelled diagrams. • Present data as a bar chart. • Use results to draw simple conclusions and make predictions. • Use models to represent a scientific concept or process.	• moon • orbit • **planet** • Sun
Lesson 4: ***Why do we have night and day?***	• Earth spins around (rotates) on its axis. • Earth takes 24 hours (one day) to fully rotate once. • The parts of Earth facing the Sun experience daytime. • The parts of Earth facing away from the Sun experience night-time. **Working scientifically** • Use models to represent a scientific concept or process.	• axis • **day** • Earth

Lesson 5: ***What are the phases of the Moon?***	• A moon is rocky object in space that orbits a planet. • Earth has one moon, which is a quarter of the size of Earth. • The Moon does not create its own light—we see the part of the Moon that is lit by the Sun. • The Moon takes 27 days to orbit Earth. • There are eight phases of the Moon throughout the month, when the Moon appears to change shape. • The Moon does not change shape—our view of the Moon changes due to the position of Earth, the Moon, and the Sun at any time. **Working scientifically** • Make careful observations. • Record findings using simple scientific language, drawings, and labelled diagrams. • Use models to represent a scientific concept or process.	• crescent • gibbous • lunar month • **moon** • satellite • waning • waxing
Lesson 6: ***How have theories about Earth and space changed over time?***	• The universe is everything that exists. • A galaxy is a group of millions or billions of stars. • The galaxy that our Solar System is in is called the Milky Way. • The geocentric model is the theory that Earth is at the centre of the Solar System. • The heliocentric model is the theory that the Sun is at the centre of the Solar System. • The heliocentric model is accepted as accurate today. • Scientists are very important in our understanding of the Solar System. **Working scientifically** • Use models to represent a scientific concept or process.	• galaxy • geocentric model • heliocentric model • **universe**

Topic

Unit overview			
	Key knowledge	**Key vocabulary**	
Lesson 1 ***What happened after the Romans left?***	• The last Roman soldiers left Britain in about 410CE making it easier for people to invade and attack England. • The Anglo-Saxons came to England for many reasons. Historians believe some Britons asked them to come and help fight the Picts and Scots. • Gradually Anglo-Saxon customs, language, and laws became used throughout England. • The Anglo-Saxon period in England was from around 410CE to 1066.	• Angles • Anglo-Saxons • invader • Jutes	• **migration** • Picts • Saxons • Scots
Lesson 2 ***How do we know about the Anglo-Saxons?***	• The main literary sources of information about the Anglo-Saxon period are from Bede and the Anglo-Saxon Chronicle. • Sutton Hoo was discovered in 1939 and is one of the most exciting discoveries in British archaeology.	• archaeologist • **archaeology** • discovery	• ruin • sources • Sutton Hoo
Lesson 3 ***How was Anglo-Saxon England ruled?***	• Anglo-Saxon England was divided into seven kingdoms. • Each kingdom was ruled by a different king. • Earls ruled large areas of England on behalf of the king. • Anglo-Saxons had a system of laws and compensation known as 'wergild'.	• earl • hue and cry • **kingdom**	• punishment • Tithing • wergild
Lesson 4 ***What was daily life like for the Anglo-Saxons?***	• Evidence suggests Anglo-Saxons abandoned Roman buildings and left them to ruin. • Many Anglo-Saxons lived in small villages. • Most villagers were involved in agriculture. • Individuals supported the village by taking on specific roles and jobs.	• agriculture • **community** • crops • livestock	• roles • ruin • skilled
Lesson 5 ***How did the Anglo-Saxons converting to***	• The Anglo-Saxons were originally pagans and believed in many different gods. • King Ethelbert became the first Anglo-Saxon king to convert to Christianity.	• buildings • Christianity • **convert**	• literacy • pagan • schools

Christianity change England?	• Some monks were made saints for spreading the word of Christianity. • Monasteries offered education to the monks that lived there.		
Lesson 6 ***Why is King Alfred known as Alfred the Great?***	• Alfred the Great became king in 870CE. • King Alfred defeated the Danes and ruled half of England under the Kingdom of Wessex. • The army and the navy protected the country from invasion. • Alfred created a set of laws to promote justice and order.	• burgh • Danelaw • justice	• reign • **significant**

Art/DT	DT – Structures: Bridges Pupils who are secure will: • Identify stronger and weaker shapes. • Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. • Identify beam, arch and truss bridges and describe their differences. • Use triangles to create simple truss bridges that support a load (weight). • Cut beams to the correct size, using a cutting mat. • Smooth down any rough cut edges with sandpaper. • Follow each stage of the truss bridge creation as instructed by their teacher. • Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. • Identify some areas for improvement, reinforcing their bridges as necessary.

PE	Netball Children will learn how: • To develop passing and moving to maintain possession. • To use a variety of attacking skills to lose a defender. • To move into and create space to support a teammate. • To use defending skills to gain possession. • To develop accuracy in the shooting action under pressure. • To use and apply skills, principles and tactics to a game situation. Ball Skills Children will learn how: • To develop tracking and collecting skills. • To develop confidence and accuracy when tracking a ball. • To develop dribbling skills with hands and feet. • To develop catching skills using one and two hands.

Music	**Blues** Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.
Spanish	Do you have a pet? In this unit pupils will learn how to: • Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. • Tell somebody in Spanish if they have or do not have a pet. • Ask somebody else in Spanish if they have a pet. • Tell somebody in Spanish the name of their pet. • Attempt to create a longer phrase using the conjunctions y ("and") or pero ("but").

Computing	*N/A*
RSE	*N/A*