**History**

**The Anglo -Saxons**

- - To know who the Anglo-Saxons were, and why and when they chose to settle in England

- To discover how the Anglo-Saxons lived using archaeological evidence.

- To be able to explain why the Staffordshire Hoard was so significant.

- To know about some of the key documents related to Anglo-Saxon times and their limitations.

- To produce a valid argument about whether this period deserves to be called a ‘Dark Age’.

- To understand what can be discovered about the past from archaeological remains.

**Maths**

**Number: Place Value**

**Number: Addition, Subtraction, Multiplication and Division**

See individual teacher’s Medium Term Plans for specific objectives and outcomes.

**Science**

**Earth & Space:**

**-** Describe the movement of the Earth and other planets relative to the Sun in the solar system.

- Describe the movement of the Moon relative to the Earth.

- Describe the Sun, Earth and Moon as approximately spherical bodies.

- Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.

**Art**

**Sketching:**

- Collect visual images of famous buildings.

- Develop observational drawing skills

-Understand proportion and perspective.

-Transform drawings into abtract pieces by experimenting with scales.

-Annotate sketches to explain and elaborate.

**English**

**Genres to cover:**

- Descriptive Writing – The Tunnel

- Non- Chronological Report

- Suspense Narrative

See individual teacher’s Medium Term Plans for specific objectives and outcomes.

**Year 5 Overview**

***Autumn 1***



**Spanish**

**Areas to cover:**

- Parts of the Face  
- Parts if the Body

**PE**

**Swimming**

* To learn how to float unaided
* To learn basic strokes ( aided & unadided)
* To Learn about water safety

**Athletics:**

- - To be able to apply different speeds over varying distances.

- To develop fluency and coordination when running for speed.

- To develop technique in relay changeovers.

- To develop technique and coordination in the triple jump.

- To develop throwing with force for longer distances.

- To develop throwing with greater control and technique.

**Music**

-Have access to an extracurricular choir.

-Practice in small ensemble lessons

-Brass students will learn up to 7 notes.

-Students will be able to play five note melodies in a mixture of keys, including leaps between non-consecutive notes.

-String students will consolidate their range of notes and continue to practise these in new scales and pieces.

**Computing**

**Music Technology**

• Learn about the genre of hiphop and its key  characteristics - both as a music genre and cultural  movement

• Short history of where the genre came from with focus  on some of the sociological issues that shaped the  genre

• Understand that hiphop begun by using samples from  funk records and layering drum machines over the top,  which differs from other genres at the time that were  recorded in professional music studios

• Apply learning to Garageband with intent to produce a  structured hiphop beat that includes the key  characteristics of the genre

• Pupils will then write their own raps and record them  into garage band using the microphone on their  headphones

**RE**

* To understand that some places are important to different faiths.
* To understand importance of Western Wall to Jewish People.
* To understand that Christians have special journeys.
* To understand why Sikhs visit Amritsar
* To understand why Jerusalem is important to Islam, Judaesim & Christianity

**PSHE**

**Mental health and emotional wellbeing: In the media**

- Pupils learn that messages given on food adverts can be misleading.

- Pupils learn about role-models

- Pupils learn how the media can manipulate images and that these images are not reality.