

## History

### Anglo-Saxons, Vikings & Scots

- Explore timelines to order significant events and dates, including BC & AD.
- Describe and explore changes/ similarities and differences between Anglo-Saxon, Viking and modern life.
- Discover and analyse Anglo-Saxon life, art, culture, religion using artefacts and documents
- Discuss reliable sources of information: including facts and opinions and differing accounts of history
- Identify and use Primary and Secondary sources of information.
- Present information about the past in a variety of ways- including through a self-directed project
- Develop empathy for people in the past

## Art

- Explore the work of a given artist
- To understand the cultural context of an art movement
- Evaluate and compare the works of artists
- To take, print and integrate their own digital art work
- To create a piece of art in the -style' of another artist

## Come & See/ R.E.

Ourselves: Know and understand:

- A deepening awareness of 'Who I am' – **Explore**
- Ourselves as made in the image and likeness of God – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**

Life Choices: Know and understand:

- Showing care and commitment – **Explore**
- The call to life and love within the community; marriage – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**

**Other faiths: Hinduism:**

Understand: Brahman- the one Supreme God; pilgrimages;

## Year 5: Autumn 1: END POINTS

By the end of the topic, our children will be able to...

### Traders and Invaders



## Music

- To improvise with tuned and untuned instruments, creating different moods and emotions
- To compose simple melodies using given notes
- To use the inter-related dimension of music to add effect to a composition
- To perform a composition as part of a small ensemble

## Design Technology

- to market research a product
- to taste-test and evaluate a product
- to adapt a basic recipe to make it healthier
- to understand health & safety and hygiene when working with food
- to create a product and evaluate it based on criteria

## Literacy

- In narrative writing, considering how authors have developed characters and settings
- Selecting appropriate grammar and vocabulary, understanding the effect on meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Noting and developing initial ideas, sometimes drawing on reading and research
- Using a wide range of devices to build cohesion within and across paragraphs
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects/ clarify meaning
- Proof-read for spelling and punctuation errors
  
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Recommending books they have read to their peers, giving reasons for their choices
- Making comparisons within and across books
- Learning a wider range of poetry by heart
  
- choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- choosing the writing implement that is best suited for a task (eg. quick notes, letters)
  
- Discussing books read to them, and by themselves, building on their own and others' ideas and challenging views courteously
- Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Providing reasoned justifications for their views
  
- Preparing poems and plays to read aloud/perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear

## Computing

### E-safety

#### Word Processing:

- Know what a word processing tool is for
- Add and edit images to a word document
- Know how to use word wrap with images and text
- Change the look of text within a document
- Add features to a document to enhance its look and usability
- Use tables within MS Word to present information
- Begin to use templates
- Consider page layout including heading and columns

- Gain a greater understanding of the impact that sharing digital content can have
- Review sources of support when using technology
- Review children's responsibility to one another in their online behaviour
- Know how to maintain secure passwords
- Understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this
- Show awareness of appropriate and inappropriate text, photographs and videos and the impact of sharing these online
- Learn about how to reference sources in their work
- Search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information
- Ensuring reliability through using different methods of communication.

## Happy, Healthy Me

#### Marvellous Me:

- Know they are valued in school
- Explain what good teamwork looks like
- Understand the need for rules in society
- Know how to change things if they don't agree with them
- Understand the different places that food comes from and talk about views and opinions on certain foods
- Understand some of the reasons people choose or buy certain foods
- Show awareness of how marketing and the media make a product look to a consumer
- Understand what the words 'body image' mean and that people's bodies are different shapes and sizes
- Be aware of the kinds of physical that are inappropriate and how to report it to a trusted adult
- Know how to stay safe out and about

#### Working Together (British Values)

- Research, discuss and debate topical issues, problems and events of concern
- Understand why rules and laws are in place
- Understand that there are basic human rights
- Know all about the political parties in our country
- Identify how laws are made
- Understand what is meant by democracy and the voting process
- Know that views and opinions are listened to in school
- Show awareness of local and national charities who work to ensure everyone is safe, well and happy
- Think about issues they feel strongly about
- Accept and appreciate people's friendship and try not to demand more than they are able or wish to give.
- Know that sometimes difference can be a barrier to friendship.
- Describe some things that a good leader should do.
- Tell people if they agree or don't agree with them and why.
- Listen to people when they don't agree with and think about what they have said.
- Use skills for solving problems peacefully to help other people resolve conflict.

## Year 5: Autumn 1: END POINTS (Page 2)

### Traders and Invaders

