## Severn Class

Title: Anglo- Saxons

Cycle Year: 2 Term: Autumn

# Educational Visits: Shrewsbury museum on-site visit

## We will develop our English skills through the stimuli of:

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

Please see skills and knowledge in year group assessment grids.

## We will develop our Maths skills through key foci of:

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- 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
- 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-
- 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
- Algebraic Reasoning (Drawing a model to solve problems(yr5), solving word problems including algebra(Yr6), solving problems by modelling working backwards

Developing the automaticity and fluency of number facts through mastering number

Please see skills and knowledge in year group assessment sheets for further information. As scientists we will focus on: Working scientifically: pupils will be taught to use the following practical scientific methods,

processes and skills within the topics.

They will: ask relevant questions and uses different types of scientific enquiry to answer questions 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,

Please see Science skills sheets for further guidance.

### Physical activities and sports development in the areas below (following our progression of skills):

- Invasion Team Games: netball and football
- Dance
- Gymnastics

# 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)

YEAR 5 & 6 - CYCLE B						
Designing and writing a more	Decomposition	Using	Flowcharts	Text		
complex program	and	Functions	and control	Adventure		
Unit 6.1, Lessons 1 & 2	Abstraction	Unit 6.1,	simulations	Unit 6.1,		
	Unit 5.1,	Lesson 3	Unit 6.1,	Lesson 6		
	Lesson 3		Lesson 4			
online safety (6.2) and blogging						

- Extend our understanding of
- 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

## R.E. What does it mean for Christians to believe God is holy and loving? Make sense of belief:

Identify different types of Biblical texts - poetry, narrative, letters - using technical terms accurately: explain connections between Biblical texts and Christian ideas of God. Understand the impact:

Make clear connections between Bible texts and what Christians believe about God - eg; how Cathedrals are designed.

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?

# Make sense of belief:

Explain connections between Biblical texts and the concept of the Kingdom of God; consider different possible meanings for these texts, showing awareness of different interpretations. Understand the impact:

Make clear connections between belief in the kingdom of God and how Christians put these beliefs into practice in different ways.

# Make connections:

Relate the kingdom of God model (loving others, serving those in need) to issues, problems and opportunities in the world today; articulate own responses to the importance of love and service in the world today.

Personal, Social, Health and Economic Development (including Relationships and Sex Education)

# Pupils will have the opportunity to:

# Being In My World

- Identifying goals for the year
- Global citizenship
- Children's universal rights Feeling welcome and valued
- Choices, consequences and
- rewards
- Group dynamics
- Democracy, having a voice
- Anti-social behaviour
- Role-modelling

# **Celebrating Differences**

- Perceptions of normality
- Understanding disability
- Power struggles
- Inclusion/exclusion
- difference as celebration

- Understanding bullying
- Differences as conflict,
- **Empathy**

## As historians we will study the Anglo-Saxons: children will learn that:

- Anglo-Saxons had started to raid Britain before the Roman army left (in 410AD)
- Anglo-Saxons started to **settle** peacefully in Britain as the country was **fertile**
- Anglo-Saxons came from Germany, Holland and Denmark
- England was made up of different kingdoms (making it easier for invasion). King Alfred had a vision for a United Kingdom and this enabled Athelstan to become that first King of England
- Anglo-Saxons were originally pagan, but they gradually converted to Christianity. King Alfred was committed to Christianity
- From 793CE, Vikings raided and then settled in Britain
- Historians can find out about the Anglo-Saxon people from: archaeological remains (examples include Sutton Hoo and the Staffordshire Hoard)
- Written and oral stories and accounts (examples include Lindisfarne Gospels, Beowulf and Bede's History)

## As geographers we will explore changes in our local environment: children will:

- Locate and describe several physical environments in the UK, e.g. coastal (Southwest) and mountain environments (Northeast), and how they change.
- Locate the UK's major urban areas (London, Glasgow, Belfast, Cardiff, Birmingham), knowing some of their distinct characteristics and how some of these have changed over time
- Understand how a region has changed and how it is different from another region of the UK (focus on the regions of London, Southwest, West Midlands)
- Use fieldwork sketches, photographs and observations to locate where change has happened and mark these on maps, analysing the results to draw conclusions about changes in our immediate local area and a local town

## 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 artists we will: explore 2D Drawing to 3D Making

Disciplines: Drawing, sculpture, graphic design, collage, sketchbooks Medium: card, paper and drawing materials

Artists: Lubaina Himid, Claire Harrup Use my sketchbook to collect, record and reflect on my ideas and thoughts.

- Explore artists who use their drawing skills to make objects.
- Use line, mark making, tonal values, colour, shape and composition to add interest. Use negative space and the grid method to help me see and draw
- Explore typography and design lettering which is fit for purpose.
- Transform drawings into a three-dimensional object Reflect on my work and the work of others

# Aspect of D & T: Food

# Viking Bread

## Focus: Celebrating culture and seasonality Technical knowledge and understanding

- 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

# Designing

- 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

# Making

- 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

# **Evaluation**

- 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

# As musicians we will:

- Analyse/comment on the effectiveness of how sounds are used to create different moods; describe the effect of different combinations of pitch using
- Create music with multiple sections (ostinati) which include repetition and contrast. Record ideas using basic rhythm notation
- Create different vocal effects when singing and rapping; sing with clear diction and musical expression