

## Year 5 Termly Overview 2021-22

### Term 1

**Term theme(s)/Line(s) of enquiry:** Who were the Anglo-Saxons?

**Texts and genres:** Beowulf - poetry; Anthony Brown - informal letter, descriptive writing, diary writing; Hidden Figures - report.

Topic lessons will have a high focus on English and Maths and are highlighted on planner as follows:

**English Across the Curriculum:** History - Museum notes for an Anglo-Saxon artefact, Diary (Day in the life of an Anglo-Saxon); Science - chronological information text on life cycles.

**Maths Across the Curriculum:** place value when writing in thousands (dates), timelines and intervals, measuring distances on maps

Week	Spelling Focus	Writing (incl. Grammar)	Maths	PE	Mon	Tue	Wed	Thur (PPA)	Fri
<b>1</b>	Recap on year 3 and 4 statutory spellings	<b>Poetry - Beowulf</b>	Number and place value WRM	<b>Outdoor</b> Cognitive Development  <b>Indoor</b> Real Gym	HOLIDAY	HOLIDAY	<b>INSET</b>	<b>PSHE</b> Rewards and expectations  <b>History/ Maths</b> Know where the Anglo Saxons were placed in history. Timeline, including other world events that happened during this time	<b>History</b>  Who were the Anglo-Saxons and where did they come from? Calculate distances on maps. What were the 7 kingdoms?

2	<p><b>NNS</b> Words with letter string 'ough'</p>	<p><b>Poetry - Beowulf</b></p>	<p>Number and place value WRM</p>	<p><b>Outdoor</b> Cognitive Development</p> <p><b>Indoor</b> Real Gym</p>	<p><b>PE/History</b></p> <p>How did the Saxons live and how do we know?</p>	<p><b>History</b></p> <p>How did the Saxons live and how do we know?</p>	<p><b>History</b></p> <p>How did the Saxons live and how do we know? What kind of people were they? <a href="#">Diary entry - a day in the life</a></p>	<p><b>SPANISH/ RE / READING</b></p>	<p><b>History</b></p> <p><a href="#">Diary entry - a day in the life of an Anglo-Saxon child</a></p>
3	<p><b>NNS</b> Words with letter string 'ough'</p> <p>Words with 'silent' letters</p>	<p>Beowulf - Diary entry from someone watching the battle</p>	<p>Number and place value WRM</p>	<p><b>Outdoor</b> Cognitive Development</p> <p><b>Indoor</b> Real Gym</p>	<p><b>PE/History</b></p> <p>How do we know about the Anglo-Saxons? Let's dig!</p>	<p><b>History</b></p> <p>Sutton Hoo - classroom dig</p>	<p><b>History</b></p> <p>Sutton Hoo - classroom dig. What have we found and what does it tell us?</p>	<p><b>SPANISH</b></p> <p>Introducing ourselves</p> <p><b>RE</b> Places that are special</p>	<p><b>History</b></p> <p>Sutton Hoo - classroom dig. <a href="#">Prepare your artefact for a museum</a></p>
4	<p><b>NNS</b> Words with 'silent' letters</p> <p>Strategies for learning words</p>	<p>Anthony Browne- The Tunnel</p> <p>Descriptive Settings</p> <p>Grammar - Expanded noun phrases</p>	<p>Addition and subtraction WRM</p>	<p><b>Outdoor</b> Cognitive Development</p> <p><b>Indoor</b> Real Gym</p> <p>Swimming</p>	<p><b>Swimming/PE /History</b></p> <p>Sutton Hoo - classroom dig. <a href="#">Prepare your artefact for a museum</a></p>	<p><b>History</b></p> <p>Who was Alfred the Great?</p>	<p><b>SCIENCE</b></p> <p>What is a lifecycle?</p> <p>Snap Science Module 1 Lesson 1 and 2</p> <p><a href="#">Animals including humans: life explorers   STEM</a></p>	<p><b>SPANISH</b></p> <p><b>RE</b> The Hajj</p>	<p><b>History / RE</b></p> <p>Learn about the religious beliefs and practices of the early Anglo-Saxon people describing some of the gods they worshipped and the introduction of Christianity in Britain.</p>

5	<p><b>NNS</b> Words ending in 'able' and 'ible'</p>	<p>Anthony Browne- The Tunnel</p> <p>Retelling - setting changed</p> <p>Questions marks and exclamation marks.</p>	<p>Addition and subtraction WRM</p>	<p><b>Outdoor</b> Cognitive Development</p> <p><b>Indoor</b> Real Gym</p> <p>Swimming</p>	<p><b>Swimming/PE /History</b></p> <p><b>History / RE</b> Learn about the religious beliefs and practices of the early Anglo-Saxon people describing some of the gods they worshipped and the introduction of Christianity in Britain.</p>	<p><b>SCIENCE</b> What is a lifecycle?</p> <p>Snap Science Module 3 Lesson 5</p> <p>to compare the life cycles of mammals, insects and amphibians</p>	<p><b>SCIENCE</b> Animals, including humans: Old Age Describe the changes as humans develop to old age. Snap Science Module 3 Lesson 6 <a href="#">How do humans change during their lifetime?</a></p>	<p><b>SPANISH/ RE / READING</b></p> <p><b>Extended Writing</b></p>	<p><b>SCIENCE</b> Animals, including humans: Old Age Describe the changes as humans develop to old age. Snap Science</p>
6	<p><b>NNS</b> Words ending in 'able' and 'ible'</p> <p>Homophones</p>	<p>Anthony Browne- The Tunnel</p> <p>Retelling - setting changed</p> <p>Questions marks and exclamation marks.</p>	<p>Addition and subtraction WRM</p>	<p><b>Outdoor</b> Cognitive Development</p> <p><b>Indoor</b> Real Gym</p> <p>Swimming</p>	<p><b>Swimming/PE / Art</b> To explore colour mixing</p>	<p><b>Art</b> To create sketch books to record observations and explore painting techniques.</p>	<p><b>Art</b> To create a painting based on a BHM text.</p>	<p><b>SPANISH/ SCARF/ READING</b></p> <p><b>Extended Writing</b></p>	<p><b>Art</b> To create a painting based on a BHM text. To evaluate work.</p>
7	<p><b>NNS</b> Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)</p>	<p><b>Hidden Figures</b> Report on NASA</p>	<p>Statistics WRM</p>	<p><b>Outdoor</b> Cognitive Development</p> <p><b>Indoor</b> Real Gym</p> <p>Swimming</p>	<p><b>Swimming/PE Computing</b> Create a powerpoint on a subject learnt this term.</p>	<p><b>Computing</b> Create a powerpoint on a subject learnt this term.</p>	<p><b>Computing</b> Create a powerpoint on a subject learnt this term.</p>	<p><b>SPANISH/ SCARF/ READING</b></p> <p><b>Extended Writing</b></p>	<p><b>Computing</b> Present and evaluate powerpoint on a subject learnt this term.</p>

