

‘The Anglo Saxons’




Religious Education How do Christians decide to live?	PE Invasion games (Hockey)	COMPUTING AUTUMN 1 subject	FRENCH Identify people in a family	SCIENCE Materials
INTENT To ask questions and understand how Christians live their lives. Also to understand what teachings and guidance many Christians use to help them make decisions in their life.	INTENT Children will be taught different skills to be able to play a game of hockey as part of a team.	INTENT	INTENT Children will be taught the different family members in French and how to describe their own family.	INTENT To test a range of materials for hardness, thermal insulating properties and electrical conductivity/ insulation.
Sequence of lessons: 1 – I can understand how Christian people live and the importance of this to them comparing it to my own life and decisions. 2- I can explain what Jesus said about how Christians should live with reference to the bible – Beatitudes (Matthew 5:3-15). 3 – I can identify differences in Christian families and how they decide to live and make connections to real life examples. 4- I can research other Christian teachings such as the ‘greatest commandment’ or the Ten Commandments to see what would help people in difficult situations. 5- I can create questions to ask Christians to understand more about how Christians live and how they would make certain decisions. 6- I can summarise everything I have learnt about how Christians live their lives and how this compares to other religions and my own life.	Sequence of lessons: 1- I can pass and receive the ball accurately. 2- I can move around the playground with the ball. 3- I can use my dribbling skills to get past a player. 4- I can tackle players safely and fairly. 5- I can hit and shoot the ball into the goal with the hockey stick accurately. 6- I can use all of my skills to perform in a hockey game.	Sequence of lessons:	Sequence of lessons: 1- I can identify the difference between masculine and feminine when identifying family members. 2- I can create a family tree of the people in my family in English with French translations 3- I can recap what I know about naming and agreement (Il s’appelle or elle s’appelle) 4- I can ask a question to a partner about their family in French e.g. Tu as des freres? 5- I can recap numbers and pluralisation to answer questions to help me to indicate how many brothers/ sisters I have. 6- I can have a conversation with more than 1 person in the class about my family.	Sequence of lessons: 1- I can make predictions about what materials would be the hardest, non-porous, smoothest and easiest to clean. 2- I can test materials for hardness using a fair test and record my data accurately. 3- I can plan and carry out an experiment to explore thermal insulating materials thinking about the materials I will use and what variables will stay the same. 4- I can use the data I collected last lesson to create a line graph to show my results. 5- I can plan and implement an investigation into electrical conductivity and insulation of materials. I will use previous knowledge to support me with my predictions. 6- I can give a festival organiser ideas of what materials would be best for hardness, thermal insulating and conductivity/insulating.
Outcome/composite Children will have gained a good understanding of how Christians live.	Outcome/composite Most children will be able to make accurate passes and dribble the ball to shoot.	Outcome/composite	Outcome/composite Children to be able to have a conversation in French about their family unit.	Outcome/composite Children will complete scientific investigations into hardness, thermal insulating and electrical conductivity/ insulation. This will then be shared with a festival organiser.

Curriculum Sequence Autumn - Year 2022

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Geography	Music	ART	DT	PSHE
Autumn 1	Jazz- learn and compare the Three Note Bossa and The Five Note Swing	Typography & Maps relating to the Anglo-Saxons	Woodwork skills – Anglo Saxon shields	Prior knowledge KS1- Relationships with my family and how to deal with conflict appropriately. Safe touch and keeping secrets.
	INTENT Children will learn how to play the Three Note Bossa and The Five Note Swing on the glockenspiel.	INTENT Children will create a map using different types of typography.	INTENT Children will use a range of tools to design and make a wooden Anglo-Saxon shield.	
	Sequence of lessons: 1- Listen and appraise the song- I will answer questions on the Three Note Bossa 2- Listen to Desafinado. –I can compare to Three Note Bossa and improvise using instruments. 3- I can play Cotton Tail – I can play the tune using a glockenspiel 4- I can play the tune and head of Five Note Swing and the middle 8 5- I can play the tune/ head and the middle 8 of Perdido using a glockenspiel. 6- I can perform Five Note Swing using a glockenspiel.	Sequence of lessons: 1- I will recap over typography from last half term and start to think about place names for my map (what means something to me?) 1- I will explore powerful visual imagery and the artists Grayson Perry, Paula Scher And Chris Kenny. 2- I will start to identify areas of my map e.g. a cove, beach or forest using varied marks (lines, dots or dashes). 3- I will begin to annotate my 3D map using 2d and 3d paper with the different place names. I will use the typography I created last half term. 4- evaluate- I will think about where I am on the map and why I have chosen to place myself here and what is around me? 5- I will share and celebrate mine and others work. I will discuss other people’s work in a kind way.	Sequence of lessons: <ul style="list-style-type: none">1 Exploring shields – to create a pic collage of different types of shields2 Designing.- to design an Anglo- Saxon shield using labels with colours and materials.3 Designing (2) – to think about the measurements and add these to the design.4 Making - to measure and cut wood to create shield.5 Decorating and assembling. – to add other materials and paint shield.6 Evaluate- to evaluate process – what went well and what you would do differently next time	Being Me In My World: In this Puzzle the class work together to make a class charter. They consider why rules are needed and how they relate to rights and responsibilities. Children learn how to set personal goals and identify positive things about themselves and their achievements.
	Outcome/composite Perform to an audience	Outcome/composite Display of artwork in Y5 classroom	Outcome/composite Design, make and evaluate an Anglo Saxon shield.	Outcome/composite Hall of fame display in classroom

