



Medium Term Plan - Y5 (SUMMER)
INVADERS AND SETTLERS



| <u>Intent</u> | | <u>Implementation</u> | | | | | <u>Impact</u> | | | | <u>Celebration & sharing</u> | | |
|---|--|---|---|--------------------|------------------------|---|--|--|------------------------|---------------------------|--|---|--|
| <p>Within this topic, Y5 will widen their knowledge of the Roman Empire in Britain and the Anglo-Saxon invasions which followed, allowing us to explore the life of an Anglo-Saxon and make direct comparisons between Anglo-Saxon settlements and modern towns and villages - such as our very own!</p> <p>We will conduct research into the lives and settlements of early invaders of Britain, discuss how and why these invaders targeted Britain and re-enact our own invasion scenes from our learning of history, and art.</p> | | <p>Through a range of lessons spanning across the curriculum, Y5 will explore a range of research-gathering and enquiry-question methods to develop a greater understanding of early invaders in Britain.</p> <p>During this unit the children will deepen their understanding through performance and re-enactment opportunities, speaking and listening activities, writing opportunities, computing exercises and outdoor learning.</p> <p>To extend our curriculum, Y5 will make comparisons between Anglo-Saxon settlements and modern towns and villages by creating an invasion assessment of King's Cliffe.</p> | | | | | <p>Y5 will develop their understanding of Anglo-Saxon invaders, linking to modern day settlements and how these have adapted and changed following Anglo-Saxon invasion and changes to modern technologies. Y5 will gain greater confidence in their knowledge of Anglo-Saxon invaders and use this to create quizzes and artwork which will support and deepen their understanding further.</p> | | | | <p>Y5 will share their learning through Tapestry to their parents. Children will also show their learning through their POW homework projects.</p> | | |
| Term | Summer 1 | | | | | Summer 2 | | | | | | | |
| Subject/Week | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| English | Historical narrative: Arthur and the Golden Rope - Joe Todd-Stanton | | | Poetry: Monologues | | Survival Guide: The Lost Book of Adventure - Teddy Keen | | | Fiction: Playscripts | | | | |
| Guided Reading book | Boy, Giant - Michael Morpurgo | | | | | | | Beowulf - Michael Morpurgo | | | | | |
| Spelling | Y5 spelling rules covered and recapped | | | | | | | | | | | | |
| Handwriting | Tricky joins revision and spelling words | | | | | Tricky joins revision and spelling words | | | | | | | |
| Maths | Classify, measure and draw angles | Formal methods of multiplication (two-digit) | Decimals: rounding, read, write, order and compare | Volume | Converting units: time | Reflection and translation | Converting units: imperial and metric units | Multiply fractions and mixed numbers by integers | Statistics: timetables | Squared and cubed numbers | | | |
| Science | Living things and their habitat | | | | | Animals including humans | | | | | | | |
| Computing | Online safety - Health wellbeing and lifestyle | | Selection in physical computing (crumbles) | | | Online safety - Online relationships | | Programming B - Selection in quizzes | | | | | |
| History | 43AD - 556AD The end of the Roman Empire and invasion of the Angles, Saxons and Jutes | | 556AD - 1066AD The Anglo Saxons and Vikings and the rule of Alfred the Great | | | Historical enquiry of key Anglo-Saxon figures | | | | | | | |

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| Geography | Geography Day | Name and locate key European countries and key features for the topic | Invasions plans for new lands - What makes a good settlement? | Geography Day | Using maps to identify settlements and create an invading assessment of King's Cliffe | | |
| Art | Colour block work - Designing shields | | Overlay print settlements | Clay letter tiles | | Drawing - Longboat scene | |
| DT | DMEI - Viking longboat | | | Cooking - Balanced argument | | | |
| PE 1 | Cricket | | | | Athletics (Outdoor) | | |
| PE 2 | Dance (Maypole) | OAA orienteering and map reading | | Rounders | OAA orienteering and map reading | | |
| Spanish | Clothes | | | The Olympic Games | | | |
| RE | Humanist How do inspirational people impact on how Humanists live today? | | | Christianity What is the best way for a Christian to show commitment to God? | | | |
| Music | The Fresh Prince of Bel Air! | | | Dancing in the Street | | | |
| PSHE | Relationships | Understanding the Law | First aid | Changing me | | Radicalisation and Extremism | First aid |
| Class enrichment | Upton Court Anglo Saxon & Viking Trip | | Now Press Play | Now Press Play | | | |
| Whole School enrichment days | May Day | | | Enterprise Week | MadMac Money Workshop | Sports Day | |
| Class Assembly | N/A | | | Year 6 Leavers' Performance | | | |