

### Driver – History

- Can I place events, people and changes of British, local and world history on a timeline using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE).
- Can I plot on a timeline the Anglo-Saxon and age and compare this with other significant eras/ages in our history and the history of the world? Do I know how Britain changed between the end of the Roman occupation and 1066?
- Do I know about how the Anglo-Saxons came to power, influenced the UK and attempted to bring about law and order into the country?
- Can I understand that, during the Anglo-Saxon period, Britain was divided into many kingdoms?
- Do I know that the way the kingdoms were divided led to the creation of some of our county boundaries and place names today?
- Do I know that the Vikings and Anglo-Saxons were often in conflict and why the Vikings frequently won battles with the Anglo-Saxons? (Links with crime and punishment.)
- Can I understand how the Anglo-Saxons lived compared with the Vikings? Can I learn about the roles of the men, women and children both in daily life and in hierarchical society?
- Can I understand how the Anglo-Saxons ruled and how the system of ruling changed during the time of Edward the Confessor?

### Computing

- To explore and identify methods of communication • To understand why people communicate • To understand the risks and benefits of various modes of communication
- To understand the concept of personal and private information • To understand safety rules and responsible behaviour when using new technologies • To explore how and why we share information, give information and receive information
- To understand the concept of personal safety in real life and 'online life' • To learn the SMART rules for being online • To explore the difference in communicating face-to-face and online
- To explore the validity of online content • To begin to make sensible and considered judgments about whether or not to trust it. • To compare and contrast different sources of information
- To understand how to chat sensibly and safely • To begin to make sensible and considered judgments about whether or not to trust online content and people when online
- iKnow Bullying • To explore the differences and similarities between cyber bullying and more traditional forms of bullying • To understand what to do if confronted with cyber bullying

## Year 5 Curriculum Map – Autumn 1

### Why did the Anglo-Saxons lose most battles against the Vikings?

#### Music

- Steady beat • Metre 4/4 • Rhythmic and melodic patterns • Recognising and/or reading simple notation and tonic sol-fa • Recognising the tonal centre is A minor and the A minor scale is used • Minims, dotted crotchets, crotchets, quavers • Talk about the song together • Explore its musical style through the style indicators of the music and its performers • Embed a deeper understanding of the musical concepts related to the song • Find an understanding and/or connection to the song or music
- Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor Video with QR qrcode monkey website • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control • Listening to each other and singing in tune together
- Recognising and/or reading simple notation and tonic sol-fa • Recognising the tonal centre is A minor and the A minor scale is used • Minims, dotted crotchets, crotchets, quavers
- To play and perform an instrument part by ear from standard notation and as part of the song being learnt. Recorder parts: Part 4: C Part 3: G, Bb, C Part 2: C, G, Ab, Bb Part 1: C, G, Ab, Bb
- Children will practise improvising using the notes: A, B, C, A, B, C, D, E, A, B, C, D, E, F#, G, A
- Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use chords to compose music to evoke a specific atmosphere, mood or environment. • F, G F, G, A F, G, A, Bb F, G, A, Bb, C Start and end on the note F (F major)
- Share a performance of the learning that has taken place in class

#### PSHE

- Know how to face new challenges positively • Understand how to set personal goals • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how an individual's behaviour can affect a group and the consequences of this • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process
- Be able to identify what they value most about school • Identify hopes for the school year • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions

#### MFL

- Know the nouns and indefinite articles for 8 common pets. • Ask somebody if they have a pet and give an answer back. • Say in French what pet we have/do not have and give our pet's name. • Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.

#### DT

- be both hygienic and safe in the kitchen
- know how to prepare a meal by collecting the ingredients in the first place
- know which season various foods are available for harvesting

#### PE

controlled when taking off and landing • throw with increasing accuracy • combine running and jumping gain possession by working a team and pass in different ways • choose a specific tactic for defending and attacking • use a number of techniques to pass, dribble and shoot make complex extended sequences • combine action, balance and shape • perform consistently to different audiences compose own dances in a creative way • perform dance to an accompaniment • dance shows clarity, fluency, accuracy and consistency follow a map into an unknown location • use clues and a compass to navigate a route • change route to overcome a problem • use new information to change route pick up on something a partner does well and also on something that can be improved • know why own performance was better or not as good as their last develop their swimming aiming for competency, confidence and proficiency over increasing distance • develop their use of a range of strokes effectively, for example front crawl, backstroke and breaststroke • develop their awareness of safe self-rescue in different water based situations

#### RE

- Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). • Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). • Present different views on why people believe in God or not, including their own ideas (C1).