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| Term: Autumn 2023  Unit of Learning: Anglo Saxons  Class: Juniors   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Successful Learners | | | | | | | | | |  | | |  | | |  |  | | | Areas of Enquiry | | | Key Vocabulary | | | Reading | | Enrichments | | **As Historians,** we will be studying Britain’s Settlements by Anglo Saxons and Scots. Alfred the Great-How great was he?  **As Geographers,** In Geography we will be learning about the geography of South America. Our enquiry question is ‘What is deforestation and how is it impacting South America? We will be using globes, maps and atlases to locate and identify the countries of South America and will learn about  **As Scientists,** this term we will be investigating light.  **As Artists,** will be learning about still life drawings and portraits. Our enquiry question is ‘how can we create a realistic drawn image of a person or an object?’ Our focus will be shading, and we will learn how to develop our ideas to make objects look 3D through inspiration taken from Georgia Okeefe (poppies).  **As Design Technologists,** In DT we will be working on a construction unit linked to our history topic The Saxons. Our enquiry question is ‘How can we make a structure strong sand stable?’ We will be learning to create a frame structure using wood, carefully measuring, cutting using saws and learning how to strengthen our structure.  **In PSHE,** Relationships will be our focus and we will **e**xpress opinions and listen to those of others whilst considering other people’s points of view.  **In PE** we will be extending our skills for playing a contact sport. This half term we will continue to improve our football skills, focussing on working as a team to attack and defend.  **As Computer Scientists,** we will study and discuss E-Safety and Computing systems and networks: The Internet.  **As linguists,** we will build on our French with year 3 and 4 ‘getting to know you’ and year 5 and 6 ‘pleased to meet you’ topics.  **In RE** we will be learning about Harvest and how this is celebrated across the world.  STE | | | **History** – Angles, Saxons, Jutes, Picts, Scots, Romans empire, invade, occupy, settle, missionary, pagan, Christianity monastery, Lindesfarne, Sutton-Hoo St Augustine:, King Aethelbert, King Offa, King Arthur, Bede, Northumbria, Mercia, Wessex, East Anglia, Sussex, Essex, Kent, legacy.  **Geography-** Continents, The Americas, South America, North America, Physical Geography, Human Geography, geographical, natural and Man-made features, characteristics, sources, evidence, environment, Pacific, region, settlements, contours, position, latitude, longitude, northern and southern hemisphere, tropics of cancer and Capricorn, climate, tropical, biomes  **Science** –year 3/4 Light, dark, shadow, transparent, opaque, direction, light travels, translucent, shortest, longest, highest, object, material, light source, Sun, night, day, yr 5 / 6: Light, beam, reflect, reflection, opaque, mirror, light travelling, source, reflected, travel, block, shiny surface.  **Art:** Art - Year 3 / 4 foreground, background, blend, mix, line, shade, frame, position, change, improve, sketch, form, texture, tone, weight, pressure, shading, portrait, appearance, character, personality Year 5 / 6 shape, hard, light, portrait, tone, blend, shade, viewpoint, distance, direction, angle, perspective, alter, modify, image, subject, portrait, caricature, expression  **DT:** Year 3 and 4: shell structure, three-dimensional (3D), edge, face, length, width, breadth, marking out, scoring, joining, assemble, accuracy, material, stiff, strong, corrugated Year 5 and 6: Year 3 and 4 vocab plus: frame structure, stiffen, strengthen, reinforce, triangulation, strut, stability  **PSHE:** citizenship, democracy, responsibilities, emotions.  **PE:** challenge, team, intercept, possession, target, Tactics, positions, defend, defender, mark, space, tackle  **Computing:** e-safety, concerns, consequences, respect. Digital, Device, Input, Output, Networks, Infrastructure, Wireless, Process, Connection, Email, Safety,Internet.  Systems, connection, digital, input, process, output, index, crawler, bot, search engine  **French:** Year3 / 4: Bonjour, Comment t’appelles tu? Ca-va? Au revoir, 0-10.  Year 5 /6: As-tu des animaux a la maison? Je vais, Je porte, J’aime.  **RE:** Old Testament, festival, celebrations, opinion. | | | In our classroom we have a Topic book display relevant to current topics.  Class novel:  Year 5 and 6 – ‘Arthur, High King of Britain’ by Michael Morpurgo  Year 3 and 4 – ‘The Demon Headmaster’ | | Day visit to Tower Wood Outdoor Activity Centre  Museum visit  STEM workshop | | Prior Learning | | History- chn have previously been taught about the Norman Invasion (castles)  Infants in geography have used map skills (continents)  Science – children have looked at seasons (light) | | Responsible Citizens | | | | | | | | | |  | | | | | | | | | | Taking Responsibility |  | Christian & British Values | |  | In Our Community | | | | | Working independently to take care of our personal belongings and those belonging to our school. Taking responsibility for our physical and mental wellbeing. (Mental health week 2nd -8th Oct) |  | Our Christian values this term are Love and Joy.  Children are taught to have mutual respect and tolerance towards others. To have empathy and understanding of people from different backgrounds. We give pupils regular opportunities to learn about different cultures and beliefs to reinforce messages of tolerance and respect. This will allow them to understand and respect different values different from their own. | |  | Continuing our link with our local church by attending different services and through school assemblies which are delivered by a range of local Christian organisations including NISCU and Capernwray.  Through School Council and PTA, we will organise events within school, inviting people from our community. Attention is paid to worldwide events, through First News, Espresso News and Newsround and children are given opportunities to discuss, debate and pray for others. | | | | |

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| Confident Individuals | | | |
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| Key Learning Outcomes | | | |
| **Science:** Year 3 and 4  **Light**  Recognise that they need light in order to see things and that dark is the absence of light.  Notice that light is reflected from surfaces.  Recognise that shadows are formed when the light from a light source is blocked by an opaque object.  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Find patterns in the way that the size of shadows change. | Year 3 and 4:  **Living things and their habitat**  Recognise that living things can be grouped in a variety of ways.  Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.  Recognise that environments can change and that this can sometimes pose dangers to living things. | Year 5 and 6:  **Light**  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.  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.  Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | Year 5 and 6:  **Earth & Space**  Describe the movement of Earth, and other planets, relative to the sun in the solar system.  Describe the movement of the moon relative to the earth.  Describe the sun, earth, moon as approximately spherical bodies.  Use the idea of the earth's rotation to explain day and night and apparent movement of the sun across the sky. |
| **History**  Britain’s Settlements by Anglo Saxons and Scots  Year 3 & 4  I can use some words such as century and decade  I know that the past can be divided into different time chunks like the Romans or Tudors  I can examine artefacts, and am able to look at pictures and writing to tell me about people from the past  I can ask and answer questions about the significance of events and changes caused.  I can select from a variety of sources of information to find the answers I need  I can describe what I know clearly in writing, drawing, role-play and speaking  I use words such as invasion, settlement, and Anglo=Saxon period  Year 5 & 6  I can sequence historical periods.  I can recall facts about aspects of both British and World History  I can describe specific features of past societies and periods  I know how to identify changes within and across different periods.  I can make some links between past societies and periods  I can describe main events, peoples and changes  I can describe the impact of events on Britain  I can accurately describe and make links between people, events and changes  I can give reasons for and results of these changes  I can ask and find the answers to questions about changes and significance of events on Britain.  I can choose appropriate sources to answer questions about specific people.  I can select, organise the information about what I have learned to produce structured writing, using dates and terms such as century, decade, BC/AD. | **Geography**  The geography of South America  Year 3 / 4  To show a developing understanding of South America.  To know and explain some of the physical and human features of a place.  To be aware that different places may have similarities and differences that influence the lives of people.  To offer simple reasons for their observations about places and environments.  To be able to describe the physical and human features of different localities offering explanations for some of those features.  To use skills and sources of evidence to respond to a range of geographical questions about the environment.  To begin to use appropriate vocabulary to communicate their findings.  To identify N. America, S. America and Oceania on globe.  describe the climates and biomes of different regions across the Americas.  locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn  understand geographical similarities and differences through the study of human and physical geography of a region within South America and compare to our previous study of Europe  describe and understand key aspects of Physical and Human geography. | **Art**  Drawing - still life, portraits of flowers (Georgia O’Keefe - poppies)  YEAR 3 & 4  Use sketchbooks to collect and record visual information from different sources  Draw for a sustained period of time at an appropriate level  Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.  Experiment with different grades of pencil and other implements to create lines and marks, forms and shapes.  Begin to show an awareness of objects having a third dimension.  Experiment with different grades of pencil and other implements to achieve variations in tone.  Apply tone in a drawing in a simple way  Create textures with a wide range of drawing implements.  Apply a simple use of pattern and texture in a drawing.    YEAR 5 & 6  Work from a variety of sources including observation, photographs and digital images.  Work in a sustained and independent way to create a detailed drawing.  Develop close observation skills using a variety of view finders.  Use a sketchbook to collect and develop ideas  Identify artists who have worked in a similar way to their own work.  Use dry media to make different marks, lines, patterns and shapes within a drawing.  Experiment with wet media to make different marks, lines, patterns, textures and shapes.  Explore colour mixing and blending techniques with coloured pencils.  Use different techniques for different purposes i.e. shading, hatching within their own work. | **Design & Technology**  Construction – Anglo Saxon Village  Year 3 & 4  Create shell or frame structures, strengthen frames with diagonal struts  Make structures more stable by giving them a wide base  Prototype frame and shell structures  Measure and mark square selection, strip and dowel accordingly to 1cm  Use glue gun with close supervision (one to one)  Year 5 & 6  Use bradawl to mark hole positions  Use hand drill to drill tight and loose fit holes  Cut strip wood, dowel, square section wood accurately to 1mm  Join materials using appropriate methods  Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms  Use glue gun with close supervision |
| **Computing Year 3 / 4:**  **Computing systems and networks**: **The Internet**  To describe how networks physically connect to other networks.  To recognise how networked devices make up the internet  To outline how websites can be shared via the World Wide Web (WWW)  To describe how content can be added and accessed on the World Wide Web (WWW)  To recognise how the content of the WWW is created by people  To evaluate the consequences of unreliable content.  **Computing systems and networks: Connecting Computers**  To explain how digital devices function  To identify input and output devices  To recognise how digital devices can change the way we work  To explain how a computer network can be used to share information  To explore how digital devices can be connected  To recognise the physical components of a network | **Computing year 5 / 6:**  **Computing systems and networks Communication**  To describe how search engines select results  To explain how search results are ranked  To recognise why the order of results is important, and to whom  To recognise how we communicate using technology  To evaluate different  **Data and information: Spreadsheets**  To identify questions which can be answered using data  To explain that objects can be described using data  To explain that formulas can be used to produce calculated data  To apply formulas to data, including duplicating  To create a spreadsheet to plan an event  To choose suitable ways to present data | **PSHE**  **Relationships**  Express opinions and listen to those of others.  Consider others’ points of view.  Practice explaining the thinking behind their ideas and opinions  Demonstrate strategies for working on a collaborative task;  Define successful qualities of teamwork and collaboration.  Identify a wide range of feelings;  Recognise that different people can have different feelings in the same situation;  Explain how feelings can be linked to physical state.  Demonstrate how to respond to a wide range of feelings in others;  Give examples of some key qualities of friendship;  Reflect on their own friendship qualities.  Identify what things make a relationship unhealthy;  Identify who they could talk to if they needed help.  Recognise and empathise with patterns of behaviour in peer-group dynamics;  Recognise basic emotional needs and understand that they change according to circumstance;  Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. | **PSHE**  **Rights and Responsibilities**  Understand that humans have rights and also need to respect the rights of other;  Identify some rights and also need to respect the rights of others that come with these rights.  Define the word influence;  Recognise that reports in the media can influence the way they think about an topic;  Form and present their own opinions based on factual information and express or present these in a respectful  Define what a volunteer is;  Identify people who are volunteers in the school community;  Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.  State the costs involved in producing and selling an item;  Suggest questions a consumer should ask before buying a product.  Explain what we mean by the terms voluntary, community and pressure (action) group;  Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. |