

## Year 5/6 Unit of Learning – Summer 1

<b>Key Question</b> What did the Anglo-Saxons do for us?		<b>Central Idea</b> <b>Sensational Saxons</b> The Anglo Saxons played a key role in British History with a direct impact on today	<b>Guiding Questions</b> Who were the Anglo-Saxons? When did the Anglo-Saxons settle? What did the Anglo-Saxons do for us?	
<b>NC Computing</b> I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns and content and contact. I can design, write and debug programmes that accomplish specific goals. I can use sequence selection and repetition in programmes. I can work with variables and various forms of input and output. I can use logical reasoning to explain how simple algorithms work and to detect and correct others. I can understand computer networks including the internet; how they can provide multiple services. I can use the world wide web and the opportunities they offer. I can be discerning in evaluating digital content. I can select using a combining variety of software. <b>Specific foci for anti-coding</b> I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns and content and contact. I can design, write and debug programmes that accomplish specific goals. I can use sequence selection and repetition in programmes.		<b>Values</b> Resilience, responsibility, trust, courage, respect, determination, freedom, equality, honesty, confidence, kindness, excellence.	<b>Religious Education- Greenwich agreed syllabus.</b> <b>Sikhism 4- Belonging to the Sikh community</b>  Why was Guru Gobind Singh important? -the last human Guru -the celebration of her Vaisakhi -established the Khalsa -the 5 Ks and Sikh names  Belonging to the community -becoming a Khalsa Sikh  What is the significance of the Amit Ceremony?	<b>PHSE</b> <b>Link to Values</b> <b>SEAL Themes – Relationships</b> People, drugs and stereotypes Challenging stereotypes around drug use and exploring how people use drugs for different reasons in different circumstances.  <b>Emotional Health</b> Loss, grief and change Exploring feelings and personal responses when someone dies. Beginning to understand the process of grieving, ways of expression grief and the importance of sharing memories and supporting others.
<b>PE NC Knowledge and Skills</b> I can play competitive games and attack and defend. I can take part in outdoor activities which challenges me both individually and as a team.	<b>PE Evaluation, Fitness and Health</b> I can compare my performances with previous ones. I can evaluate my own and others work in order to improve it. I can understand why exercise is good for my fitness. I know why warming up and cooling down are important.  Indoor P.E – Gym Outdoor P.E - Rounders	<b>Core Texts /Visits</b> London Eye Mystery First News Time Out  <b>Writing Genres</b> <b>Coverage across the year:</b> <b>Fiction</b> London Eye Mystery  <b>Non-Fiction</b> Persuasive advert – Newspaper report. Complaints letters – Octipi Analysing persuasive techniques	<b>Singing Music NC</b> I can play and perform in solo and ensemble contexts, using my voice with creasing accuracy, control and expression. I can vocally perform parts from memory and notations am aware of my contributions such as leading others or taking solo parts.	

<p><b>Science NC Skills</b> <i>Working Scientifically</i></p> <p>I can plan different types of scientific enquiry to answer questions. I can take measurements using a range of specific equipment. I can record data and results using scientific diagrams and labels, classification keys, tables and bar or line graphs. I can report and present findings and enquiries. I can use test results to make predictions to set up fair tests. I can report and present findings. I can identify scientific evidence that has been used to</p>	<p><b>Science NC Knowledge and Skills- Se6 4.1 – light</b></p> <p>Pupils should explore the way that light behaves including light sources, reflection, shadows. They should talk about what happens and make predictions. Pupils will recognise that light appears to travel in straight lines.</p> <p>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. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eye. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects they cast.</p>	<p><b>Geography NC Knowledge and Skills</b> n/a due to history focus</p> <p><b>History NC Knowledge and Skills</b></p> <p>I can study an aspect or theme in British history that extends my chronological knowledge. Britain's settlements by Anglo-Saxon and Scots. Children will study the withdrawal from Britain in c AD410 and the fall of the western Roman Empire Scots invasions from Ireland to North Britain (now Scotland) Anglo-saxons invasions, settlements and kingdoms: Place names and village names. Anglo-saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne.</p>	<p><b>Art NC</b></p> <p>I can create sketch books to record my observations and use them to review and revisit ideas. I can improve my mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint and clay) I know about great artists and architects and designers in history.</p> <p><b>Key Skills</b> <b>Drawing: Lines and Marks, Shape, Tone, Texture</b> I can use my sketch book as a starting point for my art work. I can add tone and texture <b>Specific Media Focus Key Stage Coverage</b> Art through the decades eg. Pop Art Arty party – to lead groups of children to create a 3D model. Focus on a range of artists and their cultural relevance.</p>
<p style="text-align: center;"><b>Key Outcome</b></p> <p style="text-align: center;">To create a Horrible Histories to educate younger children about the Anglo-Saxons. Arts Festival</p>			