



Half termly Topic Planning Sheet – Year 5 Autumn 1 2017

Week	Session	L.O.	Lesson Overview	Challenges	Success Criteria and Assessment	Resources
1	1					
	2					
	3					
2	1	<p>Children in Year 5 can use dates to order and place events on a timeline.</p> <p>They can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied and can locate the world's countries</p> <p>They know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries</p>	<p>Anglo-Saxons Lesson 1</p> <p>Look at how Britain was invaded after the Romans left using powerpoint: Anglo-Saxon invasion Children discuss where they came from and where they settled using maps</p>	<p>They then complete activity sheets: The Invaders They then research one of Vortogern, Hengest or Horsa and write information using: Vortogern, Hengest or Horsa</p>	<p>I can write sentences to show I understand why, where and when the Scots and Anglo-Saxons invaded Britain.</p> <p>I can label a map to show the Anglo-Saxon kingdoms.</p> <p>I can write about a character from history</p>	<p>: Anglo-Saxon invasion</p> <p>: The Invaders</p> <p>Vortogern, Hengest or Horsa</p> <p>Chrome books</p>
	2	<p>children will be able to give some reasons for some important historical events and make comparisons between aspects of periods of history and the present day</p> <p>Children are able to use the eight points of a compass, four figure grid references, symbols to build their knowledge of the United Kingdom</p> <p>They know location of: capital cities of</p>	<p>Anglo-Saxons Lesson 2</p> <p>Look at the presentation on place names: Place names presentation</p> <p>Children use maps of Norfolk to find Anglo Saxon names and determine their meaning. Norfolk map.jpg</p>	<p>Children write anglo saxon place names on outline map of Norfolk: Anglo saxon stuff/norfolk outline.gif They then write the meanings of these underneath the map.</p> <p>If time allows, children can create a poster of anglo saxon place names and their meanings</p>	<p>I can match up Anglo-Saxon place names to their root meanings.</p> <p>I can label a map of Britain to show some Anglo-Saxon county, city and town names.</p>	<p>Anglo saxon stuff/norfolk outline.gif</p> <p>Norfolk map.jpg</p> <p>Place names presentation</p>



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		countries of British Isles and U.K., seas around U.K., European Union countries understand how humans affect the environment				
	3	children will be able to give some reasons for some important historical events and make comparisons between aspects of periods of history and the present day	Anglo-Saxon lesson plan 3 Look at the presentation on village life: Anglo-Saxon village life Go through the discussion points with the children. Children then research village jobs	Using their research and what they learnt through whole class teaching, children created a wanted poster for a job of their choice: Village jobs activity sheet They then design and label their own Anglo-Saxon village and label it.	I can tell you about the different jobs that Anglo-Saxon people did and explain about one job in more detail. I can draw and label an Anglo-Saxon village.	Anglo-Saxon village life Village jobs activity sheet Chrome books
3	1	children can compare sources of information available for the study of different times in the past and present their findings and communicate knowledge and understanding in different ways. They are able to provide an account of a historical event based on more than one source.	Anglo-Saxon lesson plan 4 Look at the presentation on Anglo-Saxon artefacts Artefacts presentation and throughout encourage the children to answer the questions about them: Historian questions Children then carry out research on a chosen artefact	Children use their research to create an information poster about one of the artefacts. Examining artefacts sheet	I can draw and annotate a picture of an Anglo-Saxon artefact. I can explain what different artefacts teach us about Anglo-Saxon culture.	Artefacts presentation Historian questions Examining artefacts sheet Chrome books
	2	children can compare sources of information available for the study of different times in the past and present their findings and communicate knowledge and understanding in different ways. They	Anglo-Saxon lesson plan 5 Look at the presentation on Anglo-Saxon religion: Anglo-Saxon religion presentation and discuss with the children. Children then create a quiz in pairs. Finish by talking through the presentation of conversion to Christianity: Conversion to christianity presentation	Children use Scratch to create a Quiz based on Anglo-Saxon religion. They work in pairs to do this. They use what they have learnt from the presentation as	I can identify true facts about Anglo-Saxon religious beliefs and practices and use these to ask and answer my own questions.	Anglo-Saxon religion presentation Conversion to christianity presentation Chrome books



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		are able to provide an account of a historical event based on more than one source.		well as their own research	I can use my knowledge and imagination to describe an Anglo-Saxon god in detail.	
	3					
4	1	<p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</p>	<p>Look at the artists John Cotman, John Crome, Robert Ladbrooke and David Hodgson. http://artuk.org/discover/artworks/search/actor:hodgson-david-17981864 http://artuk.org/discover/artworks/view_as/grid/search/makers:john-sell-cotman-17821842/page/2 http://artuk.org/discover/artworks/view_as/grid/search/makers:john-crome-17681821/page/2 http://artuk.org/discover/artworks/view_as/grid/search/makers:robert-ladbrooke-17701842/page/2</p> <p>Explain that these were members of the Norwich School of painters who were inspired by each other and the Norfolk landscape. Look at and discuss some of their paintings. Look at the use of light and sky to create atmosphere as well as the level of detail. What medium did they use?</p>	The children take a walk to the local church. There they create sketches and take photos from different view points and detail. Explain that they need to have enough to create a painting.		Sketch books, pencils etc., camera
	2	<p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. Evaluate his/her work against their intended outcome Mix colours to express mood, divide foreground from background or demonstrate tones.</p>	<p>Using acrylic paints, children create their painting of the local church. Demonstrate sketching out the scene and how to divide the canvas into sections in order to replicate position and scale. Show the children how to create a wash from which to build on and how to mix and blend colours</p>		photos of the church, acrylics, brushes, cartridge paper etc.	<p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. Evaluate his/her work against their intended outcome Mix colours to express mood, divide foreground from</p>



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						background or demonstrate tones.
	3					
5	1	<p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p>	<p>Hold up a bouncy ball. Ask the children what they think will happen when you drop it and why. Children record their predictions.</p> <p>Explain that you will bounce the ball on the floor at an angle so that it will hit the underside of the table. Get children to make their predictions. Next, hold the bouncy ball on to of a basket ball. Get children to make their predictions.</p> <p>Carry out all three activities. Children record what happened and try to explain their observations. Make sure that you talk about the forces that are acting on the objects at all times.</p>	<p>Children record their predictions, observations and explanations.</p>	<ul style="list-style-type: none"> ○ I can make predictions about what will happen ○ I can record predictions and observations ○ I can suggest possible reasons for what I have observed 	<p>Bouncy ball, basket ball</p> <p>science ball bouncing predictions and observations.docx</p>
	2	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Record data and results of increasing complexity using scientific diagrams and labels</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in</p>	<p>Hold up an egg. What will happen when I drop this? Why? Explain that they are to design a device to protect an egg from a fall. How can we test our devices? How can we make it fair? What will we have to change and what will we keep the same?</p> <p>Once children have made their devices, they are tested outside based on their plan</p>	<p>Children design and make their devices. Once they have been tested, they write up the experiment with results and conclusions</p>	<ul style="list-style-type: none"> ○ I can design a device to protect an egg from a fall ○ I can explain my choices for my design ○ I can relate the choices I have made to my knowledge of forces 	<p>materials for making their devices (card, paper, fabric, art straws etc.)</p> <p>Egg test write up.docx</p>



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		<p>results, in oral and written forms such as displays and other presentations</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p>				
	3					
6	1					
	2	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Year 5 focus)</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 5 focus)</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 5 focus)</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Year 5 focus)</p>			<p>I can record what I did and what happened</p> <p>I can</p>	



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		Identify scientific evidence that has been used to support or refute ideas or arguments (Year 5 focus) Identify the effects of air resistance, water resistance and friction, that act between moving surfaces				
	3					
7	1	Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product Create prototypes to show his/her ideas Make careful and precise measurements so that joins, holes and openings are in exactly the right place Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable Understand how to use more complex mechanical and electrical systems	DT			
	2					
	3					