

History

Anglo-Saxon rule and life in Britain until the Viking invasion

Key Knowledge

Know about how the Anglo-Saxons attempted to bring about law and order into the country.

Know that during the Anglo-Saxon period, Britain was divided into many kingdoms

Use a time-line to show when the Anglo-Saxons were in England

Map work, Continents European countries, UK

Geography

Rivers

Key Knowledge

We will be looking at **why people are attracted to live by rivers** and the role this played in settlements. This will underpin study of how **a location fits into its wider geographical location with reference to human and economical features**. Children will be able to **explain what a place might be like in the future taking account of issues impacting on human features**. Map work will ensure children can **name and locate many of the world's major rivers on maps**

English

With continued revisiting of spelling rules, grammatical features within different text types and sentence types to show control over a chosen form, children will study the ancient poem **Beowulf**.

Outcomes will include **narrative pieces, recount texts, non chronological reports and poetry**.

Children should continue to practise spellings sent home each week as well as revisit the year 5/6 spelling lists. Children will be encouraged to use their learning journeys to review their own writing journeys and take ownership of their writing styles.

IT and DT

We will be using our study of Beowulf to create **flip books, stop animation** and **digitally animated stories**.

Key Knowledge

The children will:

come up with a range of ideas after collecting information from different sources, produce a **detailed, step-by-step plan**; explain how a product will **appeal to a specific audience**; use a range of **tools and equipment competently**; make a **prototype** before making a final version; suggest **alternative plans**; outlining the positive features and draw backs. Children will then **evaluate appearance and function** against original criteria. Children will then use more **complex IT programs** to help enhance the quality of the product produced.

Science

Chemistry- change states/ materials and their properties

Key Knowledge

We will be learning about different materials, their uses and their properties, as well as **dissolving, separating mixtures and irreversible changes**. The children will **sort and classify objects** according to their **properties**. They will explore the properties of materials to find the most **suitable material** for different purposes. The children will **work scientifically** and collaboratively to investigate the best **thermal insulator to make a lunch box**, making predictions and forming conclusions. Furthermore, they will have chance to find the best electrical conductor, in the context of **making floodlights brighter**. They will have the opportunity to work in a hands-on way to explore dissolving, identifying the different variables in their own investigations. They will find out about different ways to **separate mixtures of materials**, using **filtering, sieving and evaporating**. Finally, they will learn about **irreversible changes**, and participate in two exciting investigations to **create new materials, including casein plastic and carbon dioxide**.

Music

Norse Mythology

Key Knowledge

We will be learning to play and perform in solo and ensemble contexts, sing their voices and playing musical instruments with increasing **accuracy, fluency, control and expression**

We will **improvise** and **compose music** for a range of purposes using the **interrelated dimensions of music**

We are learning to **listen with attention to detail** and **recall sounds** with increasing **aural memory**

We will be learning to use and understand **staff** and other **musical notations**

We will also develop an appreciation for, and understanding of, a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.

This will all build upon our wider understanding of the **history of music**.

Invaders Term 3



Religious Education

Salvation

UC 2b.7 (core)

What difference does the resurrection make for Christians?

We will be researching the big question:

How do Christians behave/act because of their beliefs about Jesus and the resurrection?

P.S.H.E (Jigsaw)

Dreams and Goals

Creating our garden of dreams and goals

P.E.

Wall and ball games

Gymnastics and Dance

MFL- Key Knowledge

Our French study will build upon term 1 and 2's learning on families, greetings and numbers, revisiting these key phrases as we move onto learn some playground songs, games and learn how to talk about ourselves.

Science

Chemistry– Materials: States of matter; Properties of materials and change

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

Use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

Give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including wood, metals and plastic.

Forces

Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Demonstrate that dissolving, mixing and changes of state are reversible changes.

Explain that some changes result in the formation of new materials, and this kind of change is usually not reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Geography

Explain why many cities of the world are situated by rivers

Explain how a location fits into its wider geographical location; with reference to physical features

Explain how the water cycle works

Explain why water is such a valuable commodity

Explain why people are attracted to live by rivers

Explain how a location fits into its wider geographical location with reference to human and economical features

Explain what a place might be like in the future taking account of issues impacting on human features.

Name and locate many of the world's major rivers on maps

Name and locate many of the world's most famous mountain regions on maps

Locate the USA and Canada on a world map and atlas

Locate and name the main countries in South America on a world map and atlas

History

Key concepts:

Regularly re-visit the following key concepts throughout the year:

Understand how knowledge from the past is constructed from a range of sources.

Describe make links between main events, situation and changes within and across different periods/societies.

Make comparisons between historical periods; explaining things that have changed and things which have stayed the same

Explain the role that Britain has had in spreading Christian values across the world

Begin to appreciate that how we make decisions has been through Parliament for some time

Appreciate that significant events in history have helped shape the country we have today

Have a good understanding as to how crime and punishment has changed over the years.

Enquiry: Test out an hypothesis in order to answer a question

Appreciate how historical artefacts have helped us understand more about British lives in the present and past

Investigate different versions of events from the past, which may exist and understand reasons why.

Identify and find out about historically significant people and events in situations or periods of time.

Select and organise relevant historical information in order to create their own structured account.

Designing:

come up with a range of ideas after collecting information from different sources

produce a detailed, step-by-step plan

explain how a product will appeal to a specific audience

Making

use a range of tools and equipment competently

make a prototype before making a final version

make a product that relies on pulleys or gears

Technical knowledge: links scientific knowledge to design by using pulleys or gears

design a product that requires pulleys or gears