English

The viewer- Gary Crew and Shaun Tan

Beowulf- Michael Morpurgo

Anglo-Saxon Boy- Tony Bradman ERIC comprehension skills

Newspaper reports

Instruction texts

Modern Foreign Languages

**French:** Ou est-ce?

French speaking countries-geog link atlas work

Types of house/ describing where we live

Pronouns: il elle je tu vous nous

Verb: ‘habiter’ to live in/ inhabit

‘Avoir’ to have

Computing-

Stop and Go animation unit linked to Anglo-saxon study unit. Alfred the Great: How great was he?

Design and Technology

Design and make an Anglo-Saxon building based on research into the materials and techniques they used.

Combine buildings to create an entire village considering building types and location.

Music

Composition for untuned instruments:

Improvising and performing through clapping and using rhythmic notation.

Group composing of rhythmic-notated ostinato patterns.

Group composing of rhythmic-notated 16 bar structures.

Performance building texturally using group compositions.

History

Why did the Anglo-Saxons invade and how can we possibly know where they settled?

RE link: How did people’s lives change when Christianity came to Britain and how can we be sure?

How dark were the dark Ages, really?

Science-

Living Things and Their Habitats

Maths

We will be following the national curriculum guidelines appropriate for Years 5 and 6. The main focus of which will be on using our knowledge of calculation methods to get to grips with fractions including decimal and percentage equivalents.

**We will combine formal written maths with investigations and active outdoors maths.**

PSHE/RE/RHSE

Jigsaw PHSE/RHSE:

RE:

History link: How did people’s lives change when Christianity came to Britain and how can we be sure?

How do Christians decide how to live? What would Jesus do?

**Invaders and Settlers Pelican’s Class**

PE

Rugby

Forest School