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Class: Red Oaks		Curriculum Theme: History - What did the Anglo-Saxons change in Britain?						Term: Autumn 2
L		E		A			P	
		Sequence of Learning						
Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
History Anglo-Saxons settlement Red - disciplinary knowledge Black - substantive knowledge	Previously, children have learnt about relevant periods in British History and will understand chronology and terminology. Children will work through the sequence of lessons and be able to answer our overarching enquiry question by the end of the sequence.	Why did the Anglo-Saxons invade and how can we possibly know where they settled? <div style="text-align: center;">  chronology  migration/settlement </div>	What does the mystery of the empty grave tell us about Saxon Britain? <div style="text-align: center;">  significance </div>	How did people's lives change when Christianity came to Britain and how can we be sure? <div style="text-align: center;">  significance </div>	How were the Saxons able to see off the Viking threat? <div style="text-align: center;">  cause and consequence </div>	Just how great was King Alfred, really? <div style="text-align: center;">  achievement/legacy  monarchy </div>	How effective was Saxon justice? <div style="text-align: center;">  similarities and differences </div>	Children will be able to answer our historical enquiry question, 'what did the Anglo-Saxons change in Britain?'.
Geography Local area and region study	Children have previously learnt about the different continents and main cities within the UK. Children will be able to answer our inquiry question, How might Truro meet people's needs?	How do my local area and my region fit into the wider world? LF: to be able to describe the key physical and human features of the region and local area, using an online mapping tool <div style="text-align: center;">  </div>	What human features are located within a 10 mile radius of Chacewater? to be able to use scale on a map to measure approximate distances <div style="text-align: center;">  </div>	What do people, families and communities need in order to live healthy and happy lives? to be able to using 6-figure grid references <div style="text-align: center;">  </div>	Fieldwork - Is this a place fit for people? <div style="text-align: center;">  </div>	How can I create a map of the place I have visited? <div style="text-align: center;">  </div>	How might Truro meet people's needs? <div style="text-align: center;">  </div>	Children will be able to identify the regions within the UK, and be able to give human and physical characteristics of Mid Cornwall and how it meets the needs of the people who live there
Computing Video production	The unit builds on the Year 4 unit 'Photo editing' where composition is introduced and the	To explain what makes a video effective	To use a digital device to record a video	To capture video using a range of techniques	To create a storyboard, which will outline the scenes of the	To explain how to improve the video recorded by reshooting and editing,	To use feedback and evaluation to improve video through	Children will have worked in groups to create a video, which uses a range of filming techniques and has been

	Year 3 unit 'Stop-frame animation' where learners explored some of the features of video production. By the end of this unit, learners will have developed the skills required to plan, record, edit, and share a video.				video and which filming techniques will be used	whilst being able to select the correct tools to make edits	editing and reshooting	edited to ensure it has the most effective outcome
PE and sport – REAL Gymnastics	To develop flexibility, strength, technique, control and balance	To be able to develop my balance on one leg. One leg balance (unit 5): - stand still on a uneven surface (wobble cushion) with eyes open and eyes closed -10x 1 leg squats into ankle extensions -5x squats with eyes closed	To be able to combine ball tricks and gymnastics skills such as balances, jumps and turns.	To be able to create and perform rhythmic sequences as a small group using hand apparatus.	To be able to move fluidly in a line and explore ways to move in a line. On a line (unit2): - walk forwards and backwards fluidly heel to bottom, knee up and heel-toe landing - lunge walks, opposite elbow at 90 degrees	To be able to explore travelling over, under and along low apparatus	To be able to create and perform bench sequences in a pair or small group using balances, flight, rotation and travelling movements.	
PE and sport – football	To use and apply fundamental skills in football game situations.	To be able to dribble the ball with both feet, including performing turns and drag backs To be able to stop a ball using both the sole and inside foot	To be able to pass the ball with the inside foot, front or laces. To be able to select the correct pass for various distances.	To be able to move into a space to receive the ball To be able to lose a defender to receive a pass	To be able to shoot using the top of the foot (laces) to aim for the corners of the goal and shoot from various angles.	To be able to mark another player and make interceptions	To be able to communicate with the team to develop tactics for attacking and defending	
DT Mechanical Systems	Y1 Slider mechanism	Investigate and design a pop up book.	Follow a design brief to make a pop up book.	Use layers and spacers to cover the workings of mechanisms.	Create a high quality product suitable for a target user.			
Music Performance	Performing singing, including opportunities for arranging and individual	Sing a song in unison and three-part harmony	Explore and analyse a song arrangement and its structure	Sing songs as part of the whole school performance by heart.				Children will work through the term at signing a range of songs, using different pitch, tone and tempo.

	performances at the Christmas concert							They will use learnt skills to perform in a Christmas carol concert
RE Why do Christians believe Jesus was the Messiah? 	Children will build upon prior knowledge of Incarnation from EYFS and year 2. Making links between, the nativity, Christmas celebrations and why Christians believe Jesus was the Messiah	What was going on that meant the People of God needed a saviour? 	What kind of rescuer/Messiah were people expecting? 	Why do Christians believe Jesus fulfils the expectations of the Messiah? 	Why do most Christians believe Jesus is the Messiah? 	How does Christmas fit in with Christian beliefs about Jesus? 	Why do Christians believe that Jesus was the Messiah? 	Show an understanding of Why Christians believe Jesus was the Messiah and make links as to why Christians celebrate Christmas the way they do
RHSE	Similarities and differences	To understand that we all have strengths and weaknesses, and that we should celebrate our individual strengths and talents.	To create future goals and show an understanding of how these can be achieved	To be able to focus on the benefits of the internet and develop awareness of ways in which pupils can assess and manage risks and ways to keep safe online				Children will be to talk about their strengths and weaknesses, talk to people about their future goals and understand how these can be achieved.
E-Safety	Digital Citizenship	Acceptable Use Policy To understand the need for a pupil acceptable use policy and agree to the rules we follow 'be SMART with heart'	Banter or Bullying To recognise when someone is upset, hurt or angry online.	Careful Consideration / Digital Doubt To make positive contributions online and understanding empathy To ask questions about online content - who and what to trust	Searching Skills To understand what makes an effective online searcher.			They will develop further their understanding of online safety.
Personal Development Health & prevention: PE: Water Safety – Swimming Firework Safety Anti-Bullying Week Children in Need		Reading Opportunities 