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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	Children will be able to answer inquiry question, What did the Anglo-Saxons change in Britain?  Previously, children have learnt about relevant periods in British History and will understand chronology and terminology.	Why did the Anglo-Saxons invade and how can we possibly know where they settled?   chronology   migration/settlement	What does the mystery of the empty grave tell us about Saxon Britain?   significance	How did people’s lives change when Christianity came to Britain and how can we be sure?   significance	How were the Saxons able to see off the Viking threat?   cause and consequence	Just how great was King Alfred, really?   achievement/legacy   monarchy	How effective was Saxon justice?   similarities and differences	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 will be able to answer inquiry question, How might Truro meet people’s needs?  Previously, children have learnt about the different continents and main cities within the UK.	How do my local area and my region fit into the wider world? to be able to describe the key physical and human features of the region and local area, using an online mapping tool  	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  	What do people, families and communities need in order to live healthy and happy lives? to be able to use 6-figure grid references  	Fieldwork - Is this a place fit for people?  	How can I create a map of the place I have visited?  	How might Truro meet people’s need?  	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	Children will be able to plan, record, edit, and share a video.	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	to use feedback and evaluation to improve video	Children will be able to create a video, which uses a range of filming

	The unit builds on the Year 4 unit 'Photo editing' where composition is introduced and the Year 3 unit 'Stop-frame animation' where learners explored some of the features of video production.				video and which filming techniques will be used	editing, whilst being able to select the correct tools to make edits	through editing and reshooting	techniques and has been edited to ensure it has the most effective outcome
<b>PE and sport – REAL Gymnastics</b>	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 an 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.	Children will develop flexibility, strength, technique, control and balance
<b>PE and sport – football</b>	To develop 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	Children will be able to use and apply fundamental skills in football game situations.
<b>DT</b> Textiles 	Children will be able to design and make a stuffed toy  Previously children learnt that sewing is a method of joining fabric using different stitches	Research LF: to be able to research key components of stuffed toys	Skills LF: to be able to experiment with: blanket stitch; decoration using applique	Plan/Design LF: to be able to design a plan for a stuffed toy, considering the main component shapes	Make LF: to create a stuffed toy	Evaluate LF: to be able to evaluate final product (stuffed toy)		Children will be able to create a 3D stuffed toy from a 2D design
<b>Music</b> 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 be able to sing a range of songs, using different pitch, tone and tempo. They will use learnt skills to

	performances at the Christmas concert							perform in a Christmas carol concert
<b>RE</b> Why do Christians believe Jesus was the Messiah? 	Children will be able to make links between, the nativity, Christmas celebrations and why Christians believe Jesus was the Messiah  Children will build upon prior knowledge of Incarnation from EYFS and year 2.	What was happening 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?  	Children will be able to show an understanding of Why Christians believe Jesus was the Messiah and make links as to why Christians celebrate Christmas the way they do
<b>RHSE</b>	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.
<b>E-Safety</b>	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.	Searching Skills: to understand what makes an effective online searcher.				Children will develop further their understanding of online safety.

Personal Development

Health & prevention:  
Firework Safety  
Anti-Bullying Week  
Children in Need

Reading Opportunities

