

Anglo-Saxons - Sutton Who?

YEAR 5
SPRING 1
2023/24

PROJECT OVERVIEW

Our project hook is entitled “The Mystery of the Empty Grave.” Children will examine objects from the Sutton Hoo Anglo-Saxon ship burial, making inferences and using historical evidence to draw conclusions about the person who was buried there. We move on to discover why the Anglo-Saxons came to Britain and settled here, learning about their lives and the division of Britain into Anglo-Saxon kingdoms. Children will also explore Anglo-Saxon Pagan beliefs and go on to learn about the conversion to Christianity, experiencing day-to-day life as a monk. Finally, we will learn about Anglo-Saxon arts and crafts, and children will design their own illuminated letters and brooches. We will share our illuminated letters and knowledge of the growth of Christianity with members of the St. Barnabas church team.

ENGLISH

We explore the Anglo-Saxon epic, Beowulf using a combination of animation and texts by Michael Morpurgo and Kevin Crossley-Holland. Children will develop their range of sentence structures for different effects, applying these when writing in role as Beowulf. They will plan and write a ‘hero’s boast’ to entertain the villagers in the mead hall and then develop their learning about mythological beasts further using Monsterology by Dugald Steer and Ernest Drake. This knowledge will then be combined with a range of sentences to create a beast bulletin warning and accompanying public announcement.

Reading skills will continue to be taught explicitly within guided reading sessions.

MATHS

We start by exploring common fraction, decimal and percentage equivalents. We also revisit angles, drawing and measuring them in degrees and finding missing lengths and angles of rectangles. Our next unit covers the addition and subtraction of whole numbers and fractions. The use of concrete and pictorial resources will help the children develop depth and understanding of different methods, enabling them to become increasingly efficient when solving problems. Our final unit is statistics, exploring line graphs, including temperature graphs and negative numbers. This will be linked with activities involving negative numbers in the context of temperature.

SCIENCE

We begin with a study of falling objects, raising questions about the effects of air resistance, while observing how different objects such as parachutes and sycamore seeds fall. Children will research the discoveries of Galileo Galilei and Isaac Newton. We will discuss forces that make things begin to move, get faster or slow down. Moving on, we explore the effects of friction on movement and find out how it slows or stops moving objects, for example by observing the effects of a brake on a bicycle wheel. Finally, we will consider the effects of levers, pulleys and simple machines on movement.

RE

Children will begin by explaining the meaning of the word *ritual before* exploring the differences between rituals and routines. They will move on to study the ritual of Eucharist for Christians before learning about the rituals followed during the festivals of Ramadan and Eid-ul-Fitr by Muslims. Finally, children will be encouraged to explain how their ideas of *ritual* may affect their own experiences and those of others.

GEOGRAPHY

Geography projects will take place in the summer term.

HISTORY

Children examine objects from the Sutton Hoo Anglo-Saxon ship burial, using historical evidence to draw conclusions. They discover why Angles and Saxons settled in Britain. They learn about monks and their lives. They explore Anglo-Saxon beliefs, learning about their conversion from Paganism to Christianity.

ART

Supporting our History project, children will learn about the Anglo-Saxons’ intricate jewellery and the illuminated letters of the Lindisfarne gospels. They will design and draw their own illuminated letter.

DT

The Children will learn about cam mechanisms when designing a toy for children. They will develop their design after exploring working cam toys to understand how cam mechanisms are used to produce movement. They will build on their making skills by developing techniques in cutting, shaping and joining materials and by selecting tools and equipment to measure and cut accurately. The children will invite their fun-partners to try out their finished toy and after feedback will evaluate its design, construction, movement and overall quality.

MUSIC

The theme for this unit is Old-school Hip Hop, based around the song The Fresh Prince Of Bel-Air by Will Smith. Activities will include exploring the structure of the piece, identifying the instruments and voices and finding the pulse whilst listening. Children will be encouraged to identify changes in tempo, dynamics and texture.

FRENCH

This term we will explore sentences, starting by using *c’est un/ ce sont des* with singular and plural masculine and feminine nouns. We will move on to identify sound changes of words *un* and *des* before a vowel. Through songs, games and rhymes we will identify the position of the adjectives *petit/grand*, along with colours when forming sentences about animals.

COMPUTING

Children begin by learning about the history of animation, looking at some of the early animation techniques used before computers. They explore stop motion animation, identifying different methods, styles and materials. They create a storyboard for a short stop motion animation. Children then make their film by taking sequences of photos with stop motion software. After refining their films and adding a soundtrack, children watch, evaluate and celebrate their creations.

PE

Dance: Children learn about the history and movements associated with Haka. They use their creative skills to develop their own versions of Haka.

Tennis: Children practice coordination and positioning, and learn to control the ball through participation in individual and paired activities. Children apply their skills in a range of competitions and matches.

PSHE

Media Literacy and Digital Resilience: How information online is targeted; different media types, their role and impact.

Keeping safe: Exploring and comparing healthy and unhealthy lifestyles, giving children the information they need to make responsible decisions as they grow older.