



Be all you can be
Hayes School

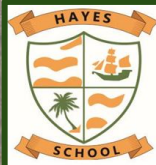
Year 5 Curriculum Plan: Summer 2 2023

The Big Question:

How did the settlement of the Anglo Saxons influence Britain at the time?

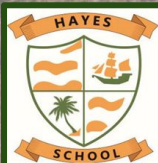


Responsibility Success Aspiration Resilience Discovery
Friendship



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At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background in order that they leave us as good human beings - happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. At Hayes, we also aim to equip our children with the ability to 'think' in order to make sense of an ever-changing world. Our curriculum has been designed, with thinking at its heart, to achieve our ultimate vision: all children will live fulfilling and happy lives, being all they can be.



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Learning Experience

Context and Outcome

Through our driver text, Tell Me A Dragon, the children will learn about dragons and explore their links to the Anglo Saxons. This learning experience will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Children will understand the process of change and how history can have a lasting effect on the modern world. They will also use their artistic knowledge to plan, make and evaluate dragon eye sculptures.

BIG QUESTION

How did the settlement of the Anglo Saxons influence Britain at the time?

History

How were dragons relevant to the Anglo Saxons?

What was life like in England at the end of the 4th Century?

How did life change in England after the Fall of the Roman Empire?

Why did the Anglo Saxons settle in Britain?

How was Anglo-Saxon England ruled?

How did the Anglo-Saxons keep control of their kingdoms?

How can we showcase our Anglo Saxon learning?

How did England change through the settlement of the Anglo-Saxons and Vikings?

Art

How can a dragon eye be created through sketch, tone and colour?

How can a first draft be improved?

How can sculpting techniques be used to create a clay dragon eye?

How can paint be used to provide contrast to a clay dragon eye?



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ENGLISH

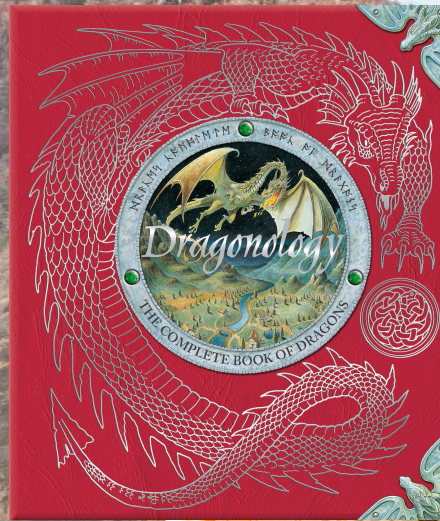
- Driver Text: Tell Me a Dragon
- Other texts: Dragonology by Dugald A Steer, Beowulf by Michael Morpurgo
- Writing opportunities: Kennings (Anglo Saxon poetry), non-chronological reports about dragons the children have invented, information cards for our dragon eye sculptures.
- Reading: Whole Class reading takes place each week and includes fluency, retrieval, vocabulary and inference activities based around a variety of texts.
- Spelling focus: prefixes and suffixes.
- Handwriting: joined, legible and cursive handwriting.

MATHS

This term, pupils will:

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
- Use their knowledge of place value and multiplication and division to convert between standard units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre].
- Identify 3D shapes, including cubes and other cuboids, from 2-D representations.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees ($^{\circ}$).
- Identify angles at a point and 1 whole turn (total 360°), angles at a point on a straight line and half a turn (total 180°), other multiples of 90° .
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

English - Texts



Dragonology By Dugald A Steer

Dragonology is written in a non-fictional style. The series contains information on dragons, including information about how to befriend and protect them. The book also includes an alphabet of the dragon language, ancient runes and replica samples of dragon scales.

Tell Me a Dragon By Jackie Morris

Here are dragons that can curl around an ear, sing and laugh. Some are as big as a village or as long as a river. Sinuous dragons of every hue live in the city, the countryside or under the sea, delighting in water, fire or ice.

Everyone has their very own dragon, and this book describes many different varieties of the beast, showing in words and stunning pictures exactly why their owners find them so entrancing. They range from a dragon as big as a village to a tiny dragon with whisper-thin wings, from a snaggle-toothed dragon to a sea-dragon which races dolphins on the waves - ending in a page inhabited by every dragon in the book!



Key Vocabulary

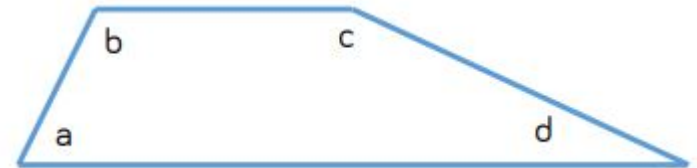
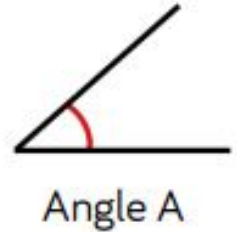
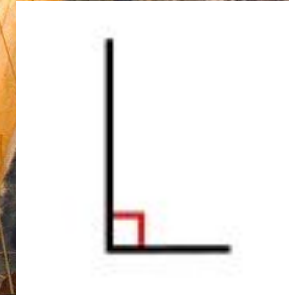
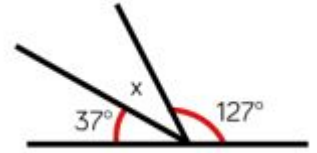
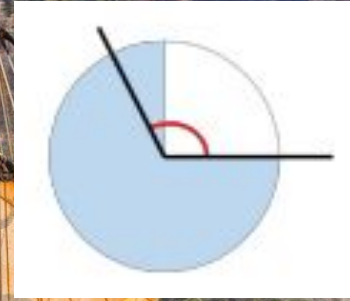
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Barbarians	An insult used by Romans to describe foreigners.
Legion	An army unit of ancient Rome made up of soldiers on foot and horseback
Raid	A sudden surprise attack.
Emperor	The male ruler of an empire.
Rebellion	An armed fight against the government.
Pillage	To take things off people during a war or raid.
Settlement	A village, a community, a place where people settle.
Migration	To move from one place to another.
Tribe	A group of people, families or villages that share the same language, customs and ancestors.
Kingdom	A region that is ruled by a king or queen.
Heptarchy	A country separated into seven kingdoms.
Aristocracy	A group of people, usually of noble birth, who rule over others.

Maths - models and images

- Identify angles
- Compare and order angles
- Measure angles in degrees
- Measuring with a protractor
- Drawing lines and angles accurately.
- Calculating angles on a straight line.
- Calculating angles around a point.
- Triangles Quadrilaterals.
- Calculating lengths and angles in shapes.
- Regular and irregular polygons Reasoning about 3D shapes.



The turn from 12 to 4 is larger than a right angle. It is an obtuse angle.





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Year 5: Summer 2 2023

**SCIENCE: Forces and Living things
including humans**

This term children will be taught to:

- Describe the changes as humans develop to old age.
- Learn about the changes experienced during puberty.
- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

COMPUTING: 3D modelling

This term children will be taught to:

- Design a recognisable form of a building.
- Evaluate, refine, edit and adapt models to suit a design brief to fit a certain criteria using a template on the tool 2Publish.
- Present their work through screenshots and be able to discuss changes they made to refine them for printing.
- To comment on and provide feedback, which focuses on how well their designs met an intended purpose, explicitly, the skill of editing existing polygons.



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DRIVER SUBJECT: History

This term, the children will learn about the Britain's settlement by Anglo-Saxons.

This will include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life.
- Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne

SUPPORTING DRIVER SUBJECT: Art

The children will be learning about traditional Anglo Saxon art as part of their learning experience. They will be discovering the following:

- The children will analyse how Anglo Saxon depicted the dragon in their artwork and storytelling.
- Investigate ceramic techniques, which we will use to create a clay dragon eye.

PSHE/RSE

On the week beginning 26th June, the children will be learning about how the human body goes through changes in puberty and understand that this is all part of growing up.



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R.E

This half term, our unit will focus on answering the question, 'Christians and how to live: What Would Jesus do?' They will be able to make connections between the teachings of Jesus and how Christians use them as a 'foundation for living'.

Music

This half term, the children will learn to compose a piece of ternary music (a short piece of music composed of an introduction (A), a middle section (B) and then a repeat of A.) They will learn how to represent notes and rests of different lengths from paired quavers (1/2 beat each) to semibreves (4 beats) They will record their compositions on a traditional stave using bars of 3 or 4 beats and then perform these on a xylophone, marimba or steel pan. The children will also finish learning the piece 'Abandon' on the marimbas or steel pans. This is a multi-layered piece comprising 4 different rhythms.

P.E

In athletics, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. The children will learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin.

MfL (French)

Year 5 will be learning about how to talk about clothes in French. Children will use their existing knowledge of colours, numbers and greeting to learn how to say what they are wearing. They will also advance their knowledge of basic grammar in French through reading, writing and speaking opportunities.