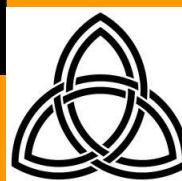
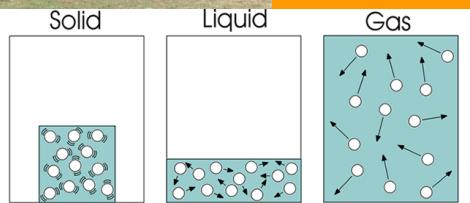
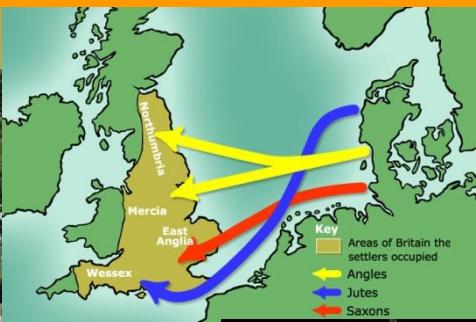
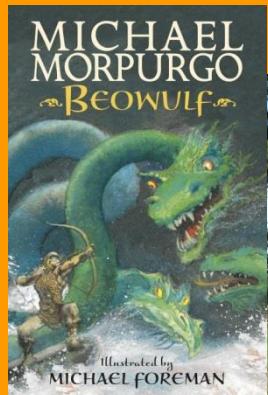


Creative Curriculum Theme Plan Y5

**Term 3& 4: The Power of Change**



*At Neston, learning will be driven by:*

**Ambition**

**As ambitious learners we will:**

Strive to unlock some of the history of our own culture and aim to be amazing investigators using a variety of evidence.

**Respect**

**As respectful learners we will:**

Learn to understand and respect those who migrate and settle in new places.

**Diversity**

**As learners we will:**

Celebrate the diversity of our heritage and aim to understand the diversity of our society today.

**Areas of Learning**

As Historians, we will learn about the Anglo-Saxon period of History, focussing on how their acts of invasion and settlement changed our culture and land. We will learn about the Anglo-Saxons through map work, art, PSHE, literacy and music, as well as history!

As Readers and Authors, we will study the traditional epic legend of Beowulf, aiming to understand the culture and history embedded within it. We will write our own stories modelled on form. We will use and write non-fiction texts to understand many aspects of 'The Power of Change'

As Artists, we will create pottery brooches, inspired by Anglo-Saxon artefacts and moving cam models of the characters in Beowulf.

As Musicians, we will create rhythms using Anglo Saxon vocabulary.

**As Scientists, we will...**

We will start by learning how light travels and will then explore Changes of Matter and how this effects different materials. We will also link our exploration of materials into how changes in materials were used by the Anglo-Saxons.

<i>Core Learning Skills</i>	<i>Successful Learner Skills</i>	<i>Key Skills (CQ level specific)</i>					
<b>English</b>	<ul style="list-style-type: none"> <li>• Use story-telling to develop our reading, speaking, writing and performing skills, culminating in our own version of a Beowulf adventure.</li> <li>• Using our class book 'Beowulf' to enhance our writing.</li> <li>• Using spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>• Non-fiction writing to express opinions and debate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding what, how and why I am learning</li> <li>• Enjoy exploring, discovering and unlocking our hidden treasures</li> <li>• Knowing that we shine and reach the stars</li> <li>• Learning from our mistakes</li> <li>• Knowing how to improve and being resilient</li> <li>• Looking after each other</li> <li>• Learning reciprocally</li> <li>• Celebrating everyone's achievements</li> <li>• Imagining, dreaming and believing for ourselves and others</li> </ul>	<b>History, geography and citizenship</b>				
<b>Maths</b>			<b>Investigate</b>	<b>Analyse</b>	<b>Communicate</b>	<b>Consider and respond</b>	
	<ul style="list-style-type: none"> <li>• Fractions, decimals and percentages</li> <li>• Use of Roman numerals to express dates on a timeline</li> <li>• Data collection for our clay work</li> <li>• Use of graphing to organise scientific data</li> </ul>	<p><b>RE, PSHE, P4C, PE, MFL</b></p> <p>P4C exploring issues around migration. Paganism and Christianity and how they changed life in Britain. PE with Miss Hunter – hockey, gymnastics and lacrosse PE with Ms Sims - tag rugby and athletics Spanish with Ms Keene</p>	Undertake investigations and enquiries, using various methods, media and sources. Ask relevant questions.	Compare, interpret and analyse different types of evidence from a range of sources. Recognise and describe change.	Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.	Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.	
<b>ICT</b>			<b>Generate ideas</b>	<b>Investigate, observe and record</b>	<b>Design, make and improve</b>	<b>Explain</b>	<b>Evaluate</b>
			Observe and explore to generate ideas, define problems and pose questions in order to develop investigations.	Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.	Apply practical skills to design, make and improve products safely, taking account of users and purposes.	Communicate and model in order to explain and develop ideas, share findings and conclusions.	Make systematic evaluations when designing, making and investigating, to bring about improvements in processes and outcomes.
			<b>Explore</b>	<b>Create</b>	<b>Improvise</b>	<b>Present</b>	<b>Evaluate</b>
			Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.	Create, design, devise, compose and choreograph individual and collective work.	Improvise, rehearse and refine in order to improve their capability and the quality of their artworks.	Present, display and perform for a range of audiences, to develop and communicate their ideas and evoke responses.	Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.