


<p align="center">History</p> <p>I can place important historical events on a timeline. I can explain why things happened during a specific period. I can use a variety of primary and secondary sources effectively. I understand that sources can contain facts and opinions. I know about the role of women in Viking times. I know about the hierarchy within the Viking period. I know how the Vikings established good trade links across Europe. I know about the Anglo-Saxon and Viking invasions and settlements, and the changes these brought. I can explain why different groups chose to invade. I can compare life in Britain under different invaders. I know about the Saxon Princess discovered during an archaeological dig near Loftus. I can explain what the findings from an archaeological dig tell me about the lives of people in Anglo-Saxon times.</p>		<p align="center">Science</p> <p>I know that some materials will dissolve in liquid to form a solution, and I can describe how to recover a substance from a solution. I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. I can demonstrate that dissolving, mixing and changes of state are reversible changes. I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>		<p align="center">Art</p> <p>I know how to successfully create a clay model/sculpture using appropriate tools and materials. I know about the styles and uses of Viking pottery. I can create clay pottery using sculpting and smoothing techniques. I can use tools and techniques to add shape, pattern and texture.</p>	
Anglo-Saxons and Vikings		Materials		Christianity	
<p align="center">DT</p> <p>I know how to evaluate a product effectively and identify improvements that could be made. I understand the importance of spinning and weaving in Viking culture. I can use different weaving techniques to make decorative and practical products.</p>	<p align="center">Music</p> <p>I can sing a broad range of songs as part of an ensemble with the range of an octave both in unison and in rounds, maintaining my part while others are performing theirs. I can sing songs from memory with increasing expression, accuracy and fluency. I can recognise and use basic structural forms e.g. rounds, variations, rondo, form. I can modulate and control my voice when singing and pronounce the words clearly.</p>		<p align="center">Computing</p> <p>I understand that computer games are created using coding. I can select the relevant features of a situation to incorporate into a simulation by using decomposition and abstraction. I can use variables to control objects in a game.</p>		<p align="center">PSHE</p> <p>I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>
Anglo-Saxon Pottery	Charanga-Livin' on a Prayer		Spreadsheets		Healthy Me
<p align="center">PE</p> <p>I can understand composition by performing more complex sequences I can demonstrate control and precision when performing basic skills. I can make imaginative use of apparatus and space I can use contrasting actions, e.g. move from a low travel to a high travel, from a high balance to a low balance. I can describe how to refine, modify and improve performances. I can link ideas, skills & techniques I can describe how to refine, improve & modify performances</p>	 <p align="center"> TOPIC WEB YEAR 5 SPRING 2 INVADERS (ANGLO-SAXONS AND VIKINGS) </p>		<p align="center">Clay</p> <p align="center">Resource implications</p>		<p align="center">Trips/experiences</p> <p>Visit in role- Anglo-Saxon/Viking woman. Yorvik visit</p>
Gymnastics					

