



Impact

By the end of this unit, children will...

'Peace is not an absence of conflict; it is the ability to handle conflict by peaceful means.'
Ronald Reagan (1911 – 2004)

During this unit, children will learn what happened in Britain after the Romans left in the 5th century. Using the mysterious burial ship at Sutton Hoo as a basis, they will explore where the Anglo-Saxons came from, how they came to settle in Britain, along with the Picts and Scots of the north, how Christianity became the predominant religion and more. They will explore how conflict impacted upon the people of that time and what we can learn from this today.

Intent

It is our vision that the children of St. Mary's become instruments of peace and dignity to all that they meet. Throughout this unit, they will learn how invasions in the past have led to different groups of people settling in Britain, how tensions arose between different cultures and the issues that this caused. They will apply this to their life today and how we can strive to solve conflict peacefully.

Building the Kingdom

Does peace mean an absence of conflict?

Further questions to explore:

- Do conflicts always have a winner and loser?
- Does being peaceful mean accepting everything as it is?

Catholic Life Pledge:

TBC

Catholic Social Teaching

Promoting Peace & Human Dignity

We can be God's instrument of peace through seeking justice remembering that we are all made beautifully in the image and likeness of God.

*"Lord, make me an instrument of your peace.
 Where there is hatred, let me sow love... where
 there is despair, hope."*
Prayer Card, 1913

Core Subjects

English

During this term, pupils will write:

Main Text:

- Boewulf by Michael Morpurgo
- Journey to Jo'burg
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Spelling: Words with the suffix **-ous** Endings which sound like /ʃən/, spelt **-tion, -sion, -ssion, -cian**
Skills focus: Apostrophes to mark plural possession, use pronouns to avoid repetition (appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition), written standard English when appropriate – could have, would have

Maths

Number - Fractions

- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- Recognise and show, using diagrams, families of common equivalent fractions
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

Number – Fractions

- Add and subtract fractions with the same denominator
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

Number – Decimals

- Recognise and write decimal equivalents of any number of tenths or hundredths
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Solve simple measure and money problems involving fractions and decimals to two decimal places
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten

Foundation Subjects

History / Geography

Anglo Saxons, Picts and Scots

Using the mysterious burial ship at Sutton Hoo as a basis, pupils will explore where the Anglo-Saxons came from, how they came to settle in Britain, along with the Picts and Scots of the north, how Christianity became the predominant religion and much, much more.

- Pupils can make predictions about objects that might have been invented before, during and after early civilisations.
- Pupils know where in the world the earliest civilisations took place.
- Pupils can describe some of the technological advances of early civilisations.
- Pupils can explain the difference between AD years and BC years.
- Pupils can place the earliest civilisations on a timeline.

Art / Design technology

Electrical systems - Alarms

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes.
- Select from and use a wider range of tools and equipment to perform practical accurately.
- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand and use electrical systems in their products.

Music

Computing

Animating, Effective Searching and Hardware Investigators

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information



Core Subjects

Science

Eating and Digestion:

Pupils will learn about eating, digestion and teeth in animals, including humans.

Living in Environments:

Pupils will learn how to identify a range of British plants and animals, and how to classify organisms, including the use of classification keys. They will also consider why organisms live in different habitats and the impact, both positive and negative, that humans can have on environments.

Religious Education

Pentecost:

In this unit the children will study the story of Pentecost and identify the effects that it had upon the disciples. They will learn about the missionary activity of the Apostles and some prayers of the Holy Spirit.

Sharing in the Life of Christ:

In this unit the children learn about the Universal Church established on the original teaching of the Apostles. They will reflect upon the Eucharist as the Sacrament which celebrates the Church's Unity. They will also be given opportunities to find out about religious customs from around the world.

Special Roles and Responsibility:

In this unit the children will learn about the different tasks and responsibilities given to people in the Church. This will help them to develop their understanding of the Church as the Body of Christ made up of many different people.

Foundation Subjects

Physical Education

Athletics:

In this unit, pupils will develop basic running, jumping and throwing techniques. They 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, distance or accuracy and learn how to persevere to achieve their personal best.

Cricket:

Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

French

En Classe et La Famille (Around the Classroom and Family)

RHSE/PHSE

Module Two

- Alcohol and Tobacco
- First aid heroes
- Keeping safe
- God and me Assessment
- Trinity House
- What is the Church?
- Love in action assessment
- Friday 17th June – Careers Day