Summer 2025: How hard was it to invade and settle in Britain? (Anglo Saxons)

Design and Technology
Constructing a castle
• Draw and label a simple castle that includes the most common features.
• Recognise that a castle is made up of multiple 3D shapes.
• Design a castle with key features which satisfy a given purpose.
• Score or cut along lines on the net of a 2D shape.
• Use glue to securely assemble geometric shapes.
• Utilise skills to build a complex structure from simple geometric shapes.
• Evaluate their work by answering simple questions.

key vocabulary:
2D, 3D, castle, design, key features, net, scoring, shape, stable, stiff, strong, structure, tab

Science
Animals including humans + Living things and habitats
• Identify that animals, including humans, need the right types and amount of nutrition.
• Identify that humans and some other animals have skeletons and muscles for support, protection and movement
• Describe the simple functions of the basic parts of the digestive system in humans.
• Identify the different types of teeth in humans and their simple functions
• Construct and interpret a variety of food chains, identifying producers, predators and prey.
• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

key vocabulary:
digestive system, oesophagus, saliva, incisors, molars, enamel, fluoride, consumer, predator, tundra.

History
British history 3: How hard was it to invade and settle in Britain? (Anglo Saxons)
• Identify changes and continuities in settlements from prehistoric Britain.
• Make inferences about artefacts.
• Describe how Anglo-Saxon beliefs changed.
• Name the key features of Anglo-Saxon settlements.
• Explain how the Britons felt when the Romans left Britain.
• Suggest reasons for the Anglo-Saxon invasion of Britain.
• Explain the threat the Vikings posed to the Anglo-Saxons.
• Identify the qualities needed to be a monarch in 1066.

key vocabulary:
cause, change, consequence, continuity, evidence, invasion, primary source, secondary source, settlement

Geography
Where does our food come from?
• Identify that different foods grow in different biomes and say why.
• Explain which food has the most significant negative impact on the environment.
• Consider a change people can make to reduce the negative impact of food production.
• Describe the intentions around trading responsibly.
• Describe the journey of a cocoa bean.
• Locate countries on a blank world map using an atlas.
• Use a scale bar correctly to measure approximate distances.
• Collect data through an interview process.
• Analyse interview responses to answer an enquiry question.
• Discuss any trends in data collected.

key vocabulary:
carbon footprint, consume, distribution, export, fertiliser, import, pesticides, source, sustainability

Modern Foreign Languages
les glaces (Language angels)
• Name and recognise up to 10 different flavours for ice creams. • Ask for an ice-cream in French using 'je voudrais'.
• Say what flavour they would like. • Say whether they would like a cone or a small pot/tub of ice-cream.
Key vocabulary : je voudrais, combien de boules, s'il vous plait, merci,

P.E
Gymnastics, Striking and Fielding, Cricket
• To include rolls in sequence work using apparatus.
• To develop stepping into shape jumps with control.
• To develop bowling technique and learn the rules of the skill within this game.

key vocabulary:
dish, dome, back support, arch, plank, forward roll, backward roll, batting, fielding, stump, bowler

Art
Telling Stories Through Drawing and Making
• To understand that artists use sketchbooks to respond to other creative artforms.
• To use exaggeration as a tool to convey the intention of my drawings.
• To make a 3d sculpture in response to literature/poetry.
• To display the work made through the half term and reflect on the outcomes.

key vocabulary:
Sketchbooks, Brainstorm, Explore, Experiment, Sculpture, Armature, Structure, Cover, Modroc, Clay,

Computing
Further Coding
• Use decomposition to solve a problem by finding out what code was used.
• Use decomposition to understand the purpose of a script of code.
• Create algorithms for a specific purpose.
• Coding a simple game.
• Incorporate variables to make code more efficient.
• Remix existing code.

key vocabulary:
code, decompose, program, project, stage, tinker

Music
Sing, Play Notate
• Sing songs in a variety of styles with increasing confidence including some from memory
• Understand the importance of correct posture and breathing
• Recognise basic musical structures in songs (verse/chorus, call/response, call/echo etc)
• Listen with concentration to longer pieces/extracts of music
• Identify repetition in music or a song
• Listen to live and recorded music commenting on specific patterns in tune using appropriate terminology
• Use musical terminology to describe what is happening in their own musical compositions.

key vocabulary :
scale, harmony, leaping (large jump between two notes) recorder, tuned percussion, pentatonic

Religious Education
Hinduism
• Identify some Hindu deities and say how they help Hindus describe God
• Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God
• Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)
• Identify some different ways in which Hindus worship
• Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)
Understanding the Impact:
• Describe how Hindus show their faith within their families in Britain today (e.g. home puja)

key vocabulary:
shrine, dharma, reincarnation, diwali, mandir, polytheist.

Personal, Social, Health and Mental Health education
Relationships and Changing Me
• The roles and responsibilities of each member of my family
• The skills of friendship
• Different strategies for keeping myself safe online
• How my needs and rights are shared by children around the world
• How to express appreciation to family and friends
• The changes that happen from birth (animals and humans)
• Why change is necessary as we grow older
• Family stereotypes
• The things I am looking forward to

key vocabulary:
Baby, Grow, Womb, Nutrients, Survive, Love, Affection, Care, Conflict, Solution Problem solving, Friendship, Win-win