

Year : 5		The Whole Child Action Plan				Autumn 2			
The first entitlement of all children is to be <i>Spiritually, Morally, Socially and Culturally Educated ...</i> Children should first be educated spiritually and as a Catholic Community spiritual education is about our beliefs, our relationship with God and who we are from the scriptures. The whole of our curriculum is permeated in our beliefs and values.									
Month	Term	Learning Powers	RC Statement	Liturgical Year / <b>CARITAS</b> (Christian Love of human kind - charity)	British Values (Democracy, rule of law, individual liberty, respect for other beliefs)	PSHE including <b>Safeguarding</b>	Global Days and Events	Entrance / Hall Displays	
Nov	Autumn 2	Have a Go!	5	<b>Rights and Responsibilities or Family and Community</b> All Saints and All Souls St Andrew's Day	Staff voice questionnaires	<b>Fire Safety Day</b> <b>Anti-Bullying Day</b> Remembrance Day Drug, alcohol education Y6	Slavery awareness	Chaplains to coordinate entrance display	
Dec			6 7 8 19 20						Feast of the Immaculate Conception Advent & Reconciliation Christmas – Nativity play Hanukkah Advent experience
Topic Theme	Texts you will use	Key Objectives from across the curriculum				Visitors / Visits			
<b>Anglo-Saxons and Scots</b>  <b>Who were The Saxons and why were they famous?</b>	<b>What they don't tell you about An Anglo-Saxon</b>	<b>Science: Properties and Changing of Materials</b>	<p>Sc5/3.1a 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</p> <p>Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Sc5/3.1f 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.Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphsSc5/1.4 using test results to make predictions to set up further comparative and fair test.</p>				<p><b>TATTON PARK</b></p> <p><b>Year 5/6 receive visit from St Thomas Moore linked to Saxons and Vikings</b></p> <p><b>Touchstones: Life of an Anglo-Saxon</b></p>		
		<b>HISTORY</b>	<ul style="list-style-type: none"> <li>Anglo-Saxon art and culture</li> <li>Anglo-Saxon invasions</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>Scots invasion from Ireland to North Britain</li> </ul>						
		<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>Where the Saxons came from and settled</li> <li>Where the Scots came from and settled</li> <li>Map Work</li> </ul>						

		<b>ICT/COMPUTING</b>	<ul style="list-style-type: none"> <li>• REVISIT LAST TERM'S OBJECTIVES AND ...</li> <li>• - Design and program a simulation of a physical system</li> </ul>	
		<b>ART/DT/MUSIC</b>	<ul style="list-style-type: none"> <li>• To review and revisit observations in sketch books</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (Saxon Menu)</li> </ul>	<b>An Anglo-Saxon Christmas</b>