Year group: 5	**Term**: Autumn 2	**Topic**: The Vikings

Literacy	**<u>Book Talk</u>** **Book:** The Saga of Erik the Viking **Author:** Terry Jones • Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling. • Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices. • Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context. • Retrieve, record and present information from non-fiction. **Writing Genres:** Recount- Journalistic Writing Myths and Legends Pupils will learn to: • Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own. • Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character. • Draft and write by using further organisational and presentational devices to structure text and to guide the reader. • Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing. • Proof read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. • Convert nouns or adjectives into verbs using suffixes. • Indicate degrees of possibility using adverbs. • Use commas to clarify meaning or avoid ambiguity.

Recount- Journalistic Writing

Immerse

- Research the raids on Lindisfarne
- Create word maps exploring key vocabulary and emotive language.

Analyse

- Using a given text, identify layout features and technical vocabulary.

Skills

- Reported speech
- Formal language
- Spelling rule- ant

Plan

- Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.

Write

- Draft and write a journalistic report.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader.

Review

- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for punctuation errors.

Myths and Legends

Immerse

- To research a variety of myths and legends from Viking culture.

Analysis

- To identify the audience for and purpose of the writing, exploring a given text to find writing features.

Skills

- To use expanded noun phrases within a character description
- To use relative clauses within a character description
- To use the spelling rule –ible/-able

Plan

- To plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.

Write

- Draft and write a myth or legend.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader.

Review

- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for punctuation errors.

Creative Writing- Remembrance Day – reflective writing and Enterprise week – persuasive letter
Assessed Writing- Myths and Legends narrative

Maths	**Multiplication and Division** Pupils will learn: • To identify multiples and factors • To find all factor pairs of a number • To identify prime numbers up to 100 • To solve problems using factors, multiples and square numbers • To multiply and divide by 10, 100 and 1000 • To multiply and divide mentally using doubling and halving • To solve problems using a range of strategies • To calculate using short multiplication • To calculate long multiplication using the distributive law • To calculate long multiplication using two 2-digit numbers • To calculate long multiplication using 3- or 4-digit numbers by a 2-digit number • To use knowledge of multiples to divide • To use a written method to divide • To solve problems involving division with remainders **Perimeter and Area** Pupils will learn: • To calculate and measure perimeter • To calculate the area of rectangles • To calculate the area of rectilinear shapes • To compare the area and perimeter of rectilinear shapes • To calculate the area of non-rectilinear shapes Focused times tables – x8 Arithmetic focus – multiplying and dividing by 10/100/1000, squared numbers, prime numbers, long multiplication and division **Maths Meetings:** • Times tables recall • Count in multiples of 6, 7, 9, 25, 50, 100 and 1000 • Know the number of days in each month, year and leap year • Identifying the value of 4,5 and 6 digit numbers • Count back past zero to include negative numbers using a number line • Round any number to the nearest 10, 100 or 1000 • Recognise Roman numerals up to 100 • Recalling and using multiplication facts up to 12 x 12

	• Add, subtract, multiply and divide numbers mentally with increasingly large numbers, drawing upon known facts • Multiplying by 10,100,1000
Science	**Forces** Pupils will know and understand: • What are forces? • What is gravity? • What is friction? • What is air resistance? • What is water resistance? • What can simple machines do to forces? Pupils will learn: • To understand the difference between pushes, pulls and twists. • To describe a range of forces: gravity, magnetism, friction, air resistance and water resistance. • To investigate water resistance and the effect of streamline shapes. • To explore levers, pulleys and gears to design their own simple machine to make something easier.
History	**The Vikings** Pupils will know and understand: • Who were the Vikings? • How do historians know how the Vikings traded? • What were the Viking raids and why were they so successful? • What was the Danelaw? • What was life like in the Danelaw? • How did England become a unified country? Pupils will learn: • Who the Vikings were. • Where the Vikings came from and how they travelled. • What happened during the Viking raids. • Who the Viking warriors were and why they fought. • How the Danelaw was created. • What Viking life was like: the laws, the government and society. • What lasting influence the Vikings left in England.
Geography	
Art	**Card Craft** **Printing- Christmas** Children will learn to:

	• Use acrylic print pads to create a print and negative and add colour using watercolours.
Design Technology	**<u>Mechanical Systems</u>** Pupils will know and understand how to: • Give examples of machines that use gears and/or pulleys. • Describe how gears and pulleys work and their purpose. • Design and make a gear and pulley system. • Write a problem statement. • Write questions for market research, provide feedback and research market competitors. • Write and use a design brief to guide design. • Evaluate a product against a set of design criteria, provide useful feedback and incorporate changes. • Draw and annotate an eco-gadget bike design Pupils will learn to: • Lesson 1 – To create a working gear system • Lesson 2 – To improve a working gear system and suggest applications • Lesson 3 – To create a working pulley system • Lesson 4 – To conduct market research to discover useful tasks an eco-gadget bike could perform] • Lesson 5 – To design and evaluate an eco-gadget bike against set criteria
Computing	
PE	**<u>Dance</u>** Pupils will know and understand how to: • Use actions, dynamics, space and relationships. • Work collaboratively, consider and have an awareness of others, include everyone, respect others and lead. • Have empathy, confidence and perseverance. • Think creativity, observe and provide feedback, use feedback to improve comprehension and select and apply skills. Pupils will learn: • To create a dance using a random structure and perform the actions showing quality and control. • To understand how changing dynamics changes the appearance of the performance. • To understand and use relationships and space to change how a performance looks. • To copy and repeat movements in the style of rock 'n' roll. • To work with a partner to copy and repeat actions in time with the music. • To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll. • To develop set choreography inspired by a Mayan god. • To choose actions to create a motif in a given character with consideration of dynamics, space and relationships.

	• To use structure to choreograph a dance performance. • To use matching, canon and unison in the style of the lion dance. • To use space and relationships to create a dragon dance. • To select and combine dance tools to choreograph and perform a Chinese dance. Basketball Pupils will know and understand how to: - Communicate with teammates and move into space to keep possession and score - Communicate with others about tactics effectively - Dribble, pass, shoot and receive with some control under pressure - Identify when I was successful and what I can improve on - Use tracking and intercepting when defending - Understand the rules of the game and apply them effectively - Understand there are different skills for different situations and beginning to apply this Pupils will learn: - Lesson 1 - To develop ways to move the ball and apply them to different situations - Lesson 2 – To develop movement skills to lose a defender in different situations. - Lesson 3 – To communicate with my team, move into space and take the ball towards the goal. - Lesson 4 – To defend an opponent and know when to try to intercept - Lesson 5 – To develop shooting and explore when to pass, dribble or shoot - Lesson 6 - To use and apply skills, principles and tactics to a game situation
RE	**Prophecy and Promise * Pupils are accessing the new RED Curriculum** **Believe** Pupils will know and understand: • There were great kings anointed and chosen in the Old Testament. • God chooses in unexpected ways and especially values those the world overlooks. David, the shepherd was called by God to become a servant king. • David became a great king and united his people who loved him (Psalm 21:1-7). • For Christians, Jesus fulfils the promises made to David. • Psalms are part of the Church's treasury of prayers. In praying psalms David is a model of prayer. **Celebrate** Pupils will know and understand: • Some words of Psalm 23 to speak or sing. • The links between the O antiphons and the Evening Prayer of the Church (Vespers) for 17-23 December. • The verses of the hymn 'O Come, O Come Emmanuel' as expressions of beliefs about who Jesus is. • The joyful mysteries of the Rosary: the Annunciation, the Visitation, the Nativity of our Lord, the Presentation of the Child Jesus in the Temple, and the Finding of the Child Jesus in the Temple. **Live** Pupils will know and understand:

	• Psalms are an ancient way of prayer that are still prayed every day. • How the O Antiphons are expressed in art from around the world (e.g., illuminated manuscripts, sung versions of the O Antiphons). • How the O Antiphons are used by Christians to reflect on the significance of Jesus and his coming at Christmas (The O Antiphons, by Ansgar Holmberg C.S.J.). • **Understand, Discern, Respond** Pupils will learn: • To identify Kings within the Old Testament and the anointing of David. • How God chooses in unexpected ways and values those overlooked. • How David united his people who loved him. • That Jesus fulfilled the promises made by David. • That Psalms are part of the Church's treasury of prayers. • To make links between the O Antiphon and the Evening Prayer of the Church. • To celebrate the Joyful Mysteries of the Rosary. **Other faiths - Judaism**
French	**Space Exploration- In French** Pupils will learn to: • To identify keywords, phrases and ideas from spoken French. • To apply knowledge of noun and adjective agreement to create metaphors in French. • To make comparisons in French. • To develop understanding of the rules of adjectival agreement. • To describe and compare alien planets.
Music	**Music in Nature: Chords and Melodies** Pupils will acquire the following musical knowledge throughout the unit: ▪ Recognise changes in dynamics, such as crescendo and diminuendo. ▪ Describe dynamics using simple musical vocabulary or everyday language. ▪ Use changes in dynamics to create a soundscape that represents a natural scene. ▪ Turn their own descriptive phrases into a rhythm. ▪ Use contrast in dynamics to show the difference between two cloud types. ▪ Compose music that includes a clear contrast in chords. ▪ Create and develop a simple melody. ▪ Create a melody inspired by the Northern Lights. ▪ Combine a melody and drone with appropriate chord choices. Pupils will acquire the following musical skills throughout the unit: Listening and evaluating ▪ Listening and noticing relevant details with increasing independence and focusing on a range of musical features. ▪ Considering how the composer uses rhythm and pitch to create a mood. ▪ Beginning to understand how the interrelated dimensions of music work together to create contrast and mood.

	Creating sound · Adapting their playing to be loud or quiet to create contrast and add to the mood of a piece. Improvising and composing · Improvising or composing music to represent a stimulus and create a specific mood or atmosphere. · Creating musical ideas whilst carefully considering rhythm, pitch and notation · Making musical decisions to create different moods, such as choosing appropriate notes, tempo (speed) or dynamics (volume). · Confidently developing melodic ideas, exploring different pitches and rhythms. Performing · Offering constructive thoughts and opinions on peer performances, using musical vocabulary and reasoning. · Evaluating their performance by identifying strengths and suggesting next steps for improvement. · Maintaining an individual part within a group. Lesson 1 – To explore how dynamics can be used to reflect changes in nature Lesson 2 – To create and perform short melodies that reflect the mood of different clouds Lesson 3 – To compose a nature-inspired chord pattern using two contrasting chords Lesson 4 – To perform a melody that represents the forest Lesson 5 – To create and perform music inspired by the Northern Lights
RSE	**Created and Loved by God** **Emotional Well-being and Life Cycles** Sessions: · Body Image · Peculiar Feelings · Emotional Changes · Making Babies (Part 1) · Menstruation
Immersive Events/Visits/Visitors etc.	• **Remembrance Day** • **Visit to the local library** • **Other faiths – Judaism** • **Enterprise Week/ Christmas Fair** • **KS2 Nativity** • **Anti-Bullying Week**