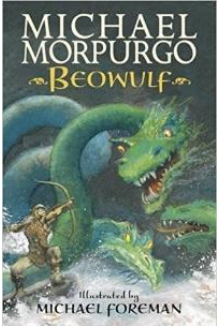


Curriculum Information

Term: Autumn Term 2 Class/Year Group: 5



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| Inspiration/Theme: Vikings -Villains or Victors? | Curriculum Driver: History | Outcome of learning: Share Viking myths and poems with parents | |
| Core texts/artefact/film | Provocation -Inspire, Immerse | Display outcomes | Topic specific speaking frames |
| <p>Beowulf by Michael Morpurgo</p>  | <p><u>Hook?</u> Viking artefacts discovered on school grounds...</p> <p><u>Trips/Visitors/Marvellous Middle</u> Trip to the woods Edington trip</p> <p><u>Celebration/Fabulous Finish</u> Re-enact of the Battle of Edington and invite parents in to share Viking myths and poems.</p> | <p><u>Viking display</u> – display of published invasion poems displayed on a timeline of an event.</p> <p>Display of Viking myths alongside Viking artwork.</p> | <p>The language of hypothesis: Because I know that ..., I know that... Due to the fact that...I know that...will happen Maybe it's because ...</p> <p>The language of describing: It appears to be...because... It seems to be like...because... I think it looks like...because... It reminds me of...because...</p> |
| Topic Table | Book Corner (Beowulf) | Maths Challenge table | Home Learning |
| <p><u>Key questions</u> Where did the Vikings come from? Where did the Vikings go? How would you feel travelling across the sea in a longship? Who won? Who was right and who was wrong? Who does England <i>belong</i> to?</p> <p><u>Key images/artefacts</u> Viking houses, maps, place names linked to Vikings</p> <p><u>Key vocabulary</u> Viking, Saxon, Normans, longship, Danelaw, raids, settlements,</p> <p><u>Science Table</u> Displacement of water</p> | <p><u>Key questions</u> How does Beowulf feel when he meets Grendal? Looking at the front cover what do you think the book will be about? Why do you think Grendal's mother attacks the hall? Can you describe Beowulf in three words? Can you summarise the book in 5 sentences?</p> <p><u>Key images/artefacts</u> Illustrations from the book, copies of the book</p> <p><u>Key vocabulary</u> Tumulus, legend, barrow, Anglo-Saxons, Geats</p> | <p><u>Key questions</u> What is a prime number? What is the difference between factors and common factors? What are cube and square numbers?</p> <p><u>Key images/artefacts</u> Images of settlements and armies</p> <p><u>Key vocabulary</u> Multiples, factors, prime factors, square numbers, multiplying, dividing, remainders</p> | <p>There are many ways in which you can help your child at home.</p> <p>Please support your child with their home learning. Your child will receive their home learning on a Friday to complete and return to school by Wednesday. Alongside home learning, there will be My Maths set every week for the children to access on a laptop at home. Please also support your child to read their ZPD book every day.</p> <p>Spellings: Spellings are made up of eight words from our week's spelling rule lessons and three 'yellow' spellings that are taken from your child's own work. The eleven spellings go home in your child's home learning book on a Friday and are tested the following Thursday in school.</p> <p>P.E. Kit: Please keep your child's PE kit in school all week. It is essential that they have outdoor shoes to take part in outdoor PE learning activities. They may also wish to have jogging bottoms. If they are taking part in Swimming lessons, they will need a swimming kit on a Monday.</p> <p>Coats: Please ensure that children have waterproof coats with them if there is any possibility of rain: outdoor playtimes will go ahead wherever possible. Wellington boots also help us to maximise our outdoor learning opportunities.</p> <p>Slippers: Children are encouraged to bring slippers into school to wear in the classroom.</p> |

| English | Maths | Science | PE |
|---|--|---|---|
| <p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will write their own Viking myth. Children will write a recount of the Battle at Edington. Children will create Viking themed poems to perform. <p><u>Narrative Key Skills:</u></p> <ul style="list-style-type: none"> Third person/First person Speech punctuation Expanded noun phrases Correct and consistent use of tenses Paragraphing Range of sentence lengths and structures Range of conjunctions Correct use of apostrophes | <p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will be learning about prime numbers, factors, multiplication, division and solving word problems <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Finding factors Finding multiples Finding prime numbers Multiplying up to 2 by 2 digit numbers Dividing up to 4 digit numbers <p><u>Cross-curricular maths:</u></p> <ul style="list-style-type: none"> Children to work out the number of soldiers in a battle using multiplication arrays. Children to measure the dimensions of longboats. | <p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will describe and understand the effects of water resistance, through observations and experimentation. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Compare and contrast the properties of different shapes and their resulting water resistance. Observe how speed through water is linked to water resistance and distance covered. | <p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will use hockey skills to compete against each other <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Select and use appropriate equipment in response to the sporting situation Pass and receive on the move with coordination and control Defend effectively as a team Evaluate |
| <p><u>Poetry Key Skills:</u></p> <ul style="list-style-type: none"> Correct rhythm pattern Powerful words Metaphors and similes to create images Considered sounds of words Use feeling and expression in a performance Think about the volume and tone of voice Use of hyphenated words | <p style="text-align: center;">RE</p> <p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will explore how religion and faith is expressed through the arts <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Discuss how art can be inspired by religion Explore the aspects of religion that are represented in art | <p style="text-align: center;">Music</p> <p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will be focusing our musical learning on the songs we will perform at our Christmas celebration. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Understand main features of music from different eras. Performing together and listening. | <p style="text-align: center;">Geography/History</p> <p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will name and locate counties and cities that were formed as part of Viking settlements. Children will define the Viking legacy, noting connections, contrasts and trends over time to develop the appropriate use of historical terms. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Name and locate countries and cities using maps and atlases. Describing key aspects of physical geography e.g. Hills, mountains, coasts, rivers and land-use patterns. Digital/computer mapping to orienteer at Edington. |
| | <p style="text-align: center;">MFL</p> <p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will speak in pairs about the days of the week and months of the year. Children will have a cultural understanding about the differences in greeting each other. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Speaking in pairs, rehearsing days of the week and months of the year. Listening to authentic French clips Cultural understanding, learning about differences in greeting each other. | <p style="text-align: center;">PSHE</p> <p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will explain how people manage their money with a budget <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Learn how to exchange money for goods or services. Understand that saving means not spending everything and making sacrifices. Learn that a budget can help to make sensible choices and avoid overspending. Understand that some jobs and careers get paid higher salaries than others. Learn why some money is deducted from salaries. | <p style="text-align: center;">Computing</p> <p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will produce an interactive board game for a Viking invasion using MakeyMakey board. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals. 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. |
| | <p style="text-align: center;">DT</p> <p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will build a Dragon Head for a bow of a Viking longboat from wood. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Design specification, Select from a wide range of tools, equipment, materials and components Shape and join hard materials Evaluate methods used | | |
| <p style="text-align: center;">Art</p> <p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will create a sculpture inspired by dragon imagery on Viking longboat. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Visual elements: line, tone Art processes: drawing, sculpture Construct mood boards using the work of artists for ideas Explore different materials to express ideas Evaluate and improve | | | |