

Science**Spoken Language**

Developing their scientific vocabulary
Articulating scientific concepts clearly and precisely
Making their thinking clear, both to themselves and others
Build secure foundations by using discussion to probe and remedy their misconceptions

Properties and changes of materials

Reversible/irreversible changes -dissolving, mixing, separation
Forming new materials: e.g. – burning, acid and bicarbonate of soda

Working Scientifically

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Using test results to make predictions to set up further comparative and fair tests
Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
Identifying scientific evidence that has been used to support or refute ideas or arguments.

Music

Viking Rock and Loki the Joker

Pupils should be taught to:

- use and understand staff and other musical notations
- develop an understanding of the history of music

Computing

Online Safety – control who they interact with online and the information they share.
Computer science

Coding - Creating algorithms to accomplish goals, debug system, explain algorithms
Pupils use their subject knowledge and understanding effectively in written and verbal explanations and can solve challenging problems.

Languages- Arabic/ French**Arabic**

Simple stories
Animals and habitats
Presentations

French Food and cooking –

Understand the names of common foods in French – discuss cultural preferences and compare to our own. Follow a simple recipe in French.

Art and Design / Design and Technology**Art and Design**

Investigate Anglo Saxon Art and sculpture (including metalwork). Investigate The Bayeux tapestry and its importance in art as well as history.

- Pupils appreciate the qualities and understand the value of drawing to other artists, craft makers and designers.

Design and Technology

Talking textiles- Create the Beowulf story in various media – sculpture of image using various materials.

- Pupils develop their work effectively, and demonstrate resilience in solving design problems and technical challenges.

Religious Education**Sacred writings**

Sacred
Authority
Wisdom

Deep Question:

Why do people need to express their beliefs?

Understand the significance of key writings and teachings

Reflect on moral issues in their own lives, in relation to their understanding of religious and non-religious worldviews.

- investigate how different individuals and communities live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly, to explain why they may be important in their own and other people's lives.

English**Reading/ Comprehension****Maintain positive attitudes to reading and understanding of what they read by:**

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction**Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously**

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary -provide reasoned justifications for their views.

Writing**Plan their writing by:**

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spelling

NC- use further suffixes and understand how to add them –cious, -tious, -cial, -tial

Handwriting**Year 5****Write legibly, fluently and with increasing speed by:**

Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
Choosing the writing implement, that is best suited for a task.

Grammar and punctuation

Confusing words
Mixed spelling practice

Speaking and Listening**Speak audibly and fluently with an increasing command of Standard English****Explore a range of dramatic conventions****Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings**

Use relevant strategies to build their vocabulary

Investigate oral debate

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Use spoken language to develop understanding through speculating and hypothesising

Participate in discussions, presentations, performances, role play and debates

Gain, maintain and monitor the interest of the listeners

History and Geography**History**

Britain's settlement by Anglo-Saxons and Scots; also, The Viking and Anglo-Saxon struggle for the Kingdom of England

- continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance

Geography

Local geography; Human and physical geography

Ancient Europe - Britain, UK Migration of different people from Europe (Scandinavia, Germany, France, Ireland) to Britain

- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Physical Education**Swimming and water safety**

Swimming Grade 1: All pupils must swim unaided a distance of 25 meters

- use a range of strokes effectively [front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Athletics

- use running, jumping, throwing and catching in isolation and in combination
- take part in outdoor activity challenges both individually and within a team
- develop flexibility, strength, technique, control and balance

Intra school- Sports day

Mathematics**Unit 12: properties of triangles and quadrilaterals**

recognise that the sum of the angles of a triangle is 180°

- define the different types of triangle
- find the unknown angle of a triangle given the other two angles
- state that each angle of an equilateral triangle is 60°
- define a parallelogram, rhombus and trapezium
- state that each pair of angles between two parallel sides of a parallelogram, rhombus and trapezium add up to 180°

Unit 13: drawing shapes -geometry

- draw a triangle, given two angles and the side adjacent to the given angles
- draw any 4 sided shape, given basic information about the shape

Unit 14: volume of cubes

- build solids with unit cubes
- count the number of units
- state that the volume of an object is the amount of space it occupies
- state that the volume of a 1 cm/1 m cube is 1 cubic centimetre/1 cubic metre (cm³/m³)

NC- imperial measures, Rising stars maths investigations

Investors in Pupils

Children will be running a fundraiser day in school for children and the community. The children will plan the event, lead sessions throughout and evaluate their successes afterwards.

PSHCE**Spiritual**

Explore how Christianity in Britain developed during the Anglo-Saxon era. What remnants of Viking paganism are still present in Britain?

Moral

Analyse the effect of conflict and wars on society, including families. What do conscientious objectors believe about going to war? Do you agree?

Social – SEAL - Changes**Cultural**

Analyse the effect of conflict and wars on society, including families.

How do refugees keep their cultural pride?

British Values**Democracy**

Compare modern Democracy to the way the country was organised and ruled in the years before our kingdom became united

Rule of Law

Investigate how and why our jury system was introduced and developed by the Anglo Saxons

Individual Liberty

Understand how the lack of individual liberties in Britain, from the end of the Roman occupation until 1066, drove people to fight for change

Mutual Respect

Analyse mutual respect the merging cultures showed each other in early Britain including: conversion of pagans to Christianity; Vikings attack on Lindisfarne; the difference between invaders and settlers

Tolerance of Different Faiths and Beliefs

How much tolerance and respect was there between Vikings and Anglo Saxons?