

English**Reading (word reading):**

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling

Reading (comprehension):

- Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.
- Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.
- Understand what he/she reads by asking questions to improve his/her understanding of complex texts.
- Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- 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.

Writing (composition):

- Plan his/her writing by identifying the audience for, and purpose of the writing, using other similar writing as models for his/her own.
- Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.
- Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character.
- Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2.
- Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.
- Proof-read for spelling errors linked to spelling statements for Year 5.
- Perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Writing (handwriting):

- Write increasingly legibly, fluently, and with increasing speed, through

Maths**Number:**

- **Read, write, order and compare numbers up to at least 1,000,000 and determine the value of each digit e.g. what is the value of the '7' in 276,541? Find the difference between the largest and smallest whole numbers that can be made from using three digits.**
- **Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.**
- Solve number problems and practical problems that involve ordering and comparing numbers up to 1,000,000, counting forwards or backwards in steps, interpreting negative numbers and rounding.
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Addition and subtraction:

- **Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.**

Multiplication and division:

- Multiply and divide numbers mentally, drawing upon known facts.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign.

Measure:

- **Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).**
- Use all four operations to solve problems involving measure e.g. length, mass, volume, money, using decimal notation, including scaling.
- Solve problems involving converting between units of time.
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

Shape:

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- **Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.**
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.

Statistics:

improving choices of which shape of a letter to use when given choices, and deciding whether or not to join specific letters.

- Write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.

Writing (spelling):

- Spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious
- Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.
- Spell some words with 'silent' letters e.g. knight, psalm, solemn.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1.
- Use a thesaurus.

Writing (VGP):

- Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.
- Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
- Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.
- Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.
- Use brackets, dashes or commas to indicate parenthesis.

- Solve comparison, sum and difference problems using information presented in a line graph.
- **Complete, read and interpret information in tables, including timetables. (use software of computers to create tables or timetables)**

Science

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. (*Objective repeated in Term 3)

Working Scientifically

(choose which objectives to focus on; please ensure full coverage over the duration of a year).

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and

Computing

- **To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact- Circle Time/SEAL.**
- **Independently select and use and combine a variety of software to design and create content for a given audience**
- **Use the sensory room and radio room to link cross-curricular learning between coding and other areas.**

<p>written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments.</p>		
<p>History (use the green screen/radio room to interview Vikings/Kings about their daily life)</p> <ul style="list-style-type: none"> • devise historically valid questions about change, cause, similarity and difference, and significance. • construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Viking raids and invasion (film a Viking invasion) • resistance by Alfred the Great and Athelstan, first king of England • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 • What was daily life like for poor people/ Rich People • Investigate what was eaten, worn, work, homes. • What did the Vikings contribute to the Saxon, diet? • Why did the Vikings leave their homeland? Investigate reasons why people leave their homelands today. 	<p>Geography History Focus</p>	<p>Art</p> <p>During the Viking age, Norse people apparently did not create art for art's sake. There are few examples of decorated objects having no purpose other than to display their ornamentation. Instead, Norse art is characterized by extraordinary ornamentation of everyday objects. Even the humblest objects are elaborately and unrestrainedly decorated.</p> <ul style="list-style-type: none"> • I can research the work of an artist and use their work to replicate a style. • I can create an accurate print design following criteria. • Work from a variety of sources including observation, photographs and digital images.
<p>DT</p> <ul style="list-style-type: none"> • Use his /her research into existing products and his/her market research to inform the design of his/her own innovative product. • Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. • Make careful and precise measurements so that joins, holes and openings are in exactly the right place. 	<p>Activities: Research, design, make and evaluate Anglo-Saxon shields.</p>	
<p>PSHE (Seal) Getting on and falling out .Friendship, Seeing things from another point of view, Working together, Managing Feelings – Anger, Resolving conflict.</p>	<p>RE Christian Festivals Key Questions how do festivals help Christians to remember Jesus and His teachings? what happens in places of worship to help Christians understand the meaning behind their festivals? Concepts: AT1: Beliefs, teachings and sources, Ways of life, Forms of expression. AT2: Identity and Belonging. Meaning, purpose and truth. The Church has its own calendar with special names for certain times of the year: times associated with Jesus' life; how Christians understand and celebrate these events – Christmas and Easter times of reflection: Advent and Lent Jesus' temptation sharing the Lord's Supper</p>	

	Pentecost	
<p>Outdoors:</p> <ul style="list-style-type: none"> • To develop our planting techniques. • To gain an understanding of seasonality. • To gain an understanding of different weather/land conditions and how such conditions can affect plant growth. • To be able to use higher level planting terminology. • To know how to plant wheat and what the produce can be used for. • To know how far back in history certain produce goes. 	<p>Activities:</p> <p>Growing – chn to grow their own wheat (one of the most common crops grown by the Saxons and Vikings). Chn to also look at suitable conditions for growing certain types of produce (Vikings raided Europe as they found it difficult to produce enough food in the harsh Scandinavian climate).</p> <p>English – chn to use the outdoors to act out stories from King Arthur legends and Beowulf.</p> <p>Science – chn to use the outdoor environment to test air resistance and water resistance.</p> <p>History – use of the KS2 hall’s sound, lighting and smoke systems to recreate Viking raids.</p> <p>Geography – use of the large world map (KS1) playground to plan a ‘Viking’ journey.</p> <p>RE- visit to a Church in order to find out what happens in places of worship to help Christians understand the meaning behind their festivals.</p>	
<p>Kitchen</p> <ul style="list-style-type: none"> • Prepare food products taking into account the properties of ingredients and sensory characteristics • Select and prepare foods for a particular purpose • Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing. • Weigh and measure using scales • Cut and shape ingredients using appropriate tools and equipment e.g. grating • Join and combine food ingredients appropriately e.g. beating, rubbing in • Work safely and hygienically • Show awareness of a healthy diet from an understanding of a balanced diet 	<p>Activities</p>	
<p>P.E</p> <p>(PPA cover) see scheme of work (Invasion games reinforcement/development)</p> <p>Scheme of work (Football reinforcement/development)</p> <p>Scheme of work (Tag rugby reinforcement/development)</p> <p>(Class teacher) See scheme of work (Gymnastics)</p>		
<p>Music</p> <p>To further develop knowledge of musical notation.</p> <p>Watch a variety of music performed by an orchestra and discuss.</p> <p>Learn some singing games that can be played either as a pair or as a class.</p>		

Learn and play some rhythmic games.

Develop the rhythmic skills that have been learnt.

Visits visitors and Trips

Hobgoblin Theatre Company <http://hobgoblintheatrecompany.co.uk> (a Viking Tale)

Trip to Canterbury