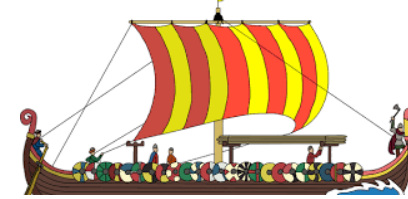


Callous killers or sensible settlers?



English **Maths** **Science**

Writing
Writing to inform

- ✓ Persuasive letters
- ✓ Newspaper articles
- ✓ Poetry

Grammar

- ✓ Use **imperative** and **modal** verbs to convey urgency
- ✓ Use **adverbials** to convey sense of certainty
- ✓ Use **short sentences** for emphasis
- ✓ Passive voice to remain formal
- ✓ Use of the **subjunctive form** for formal structure

Spellings

- ✓ Words ending in ‘-ant.’
- ✓ Words ending in ‘-ance.’ Is used if there is an ‘a’ or ‘ay’ sound in the right place.
- ✓ Use –ent and –ence after soft c (/s/ sound), soft g (/j/ sound) and qu.
- ✓ Words ending in ‘-able’ and ‘-ible.’

Reading

Sky song by Abi Elphinstone
 Reading lessons taught using ‘Viking boy’ by Tony Bradman and ‘Jabberwocky’ by Lewis Carroll.





Vocabulary	Development of skills across a range of genres and through the curriculum.
Inference	
Prediction	
Explain	
Retrieve	
Summarise	

Development of reading accuracy and fluency across a range of age appropriate and challenging texts.



Prior learning
 Year 4 Multiplication and division and Year 3- Perimeter

Number- Multiplication and division

- Multiples
- Factors
- Common factors
- Prime numbers
- Square numbers
- Cube numbers
- Multiply by 10, 100, 1000
- Divide by 10, 100 and 1000
- Multiples of 10, 100 and 1000

Perimeter and area

- Measure perimeter
- Perimeter on a grid
- Perimeter of rectilinear shapes
- Calculate perimeter
- Counting squares
- Area of rectangles
- Area of compound shapes
- Area of irregular shapes

Prior learning
 Year 3- Forces and magnets
 Year 5- Previous DT topic

Forces

- 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
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Foreign languages- French

We are learning the date, recapping on months of the year, how to ask and answer what today’s date is. Ask and answer questions about birthdays and learning about Christmas in France.

PSHE	History	Art and Design and Technology	Computing
<p><u>Celebrating difference</u></p> <ul style="list-style-type: none"> • Different cultures. • Racism. • Rumour and name-calling. • Types of bullying. • Does money matter? 	<p>Historical Study: The Viking and Anglo Saxon struggle for the Kingdom</p> <p>Britain's settlement by the Anglo-Saxons and Scots Why did the Anglo Saxons and the Vikings choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? Consider the distribution of natural resources - including energy, food, minerals and water.</p> <p><u>Enquiry Question:</u> The Vikings – ruthless killers or peaceful settlers?</p>	<p>Art <u>Prior learning</u> Year 5 Autumn 1- Build upon skills used to draw and add texture- apply to different materials</p> <ul style="list-style-type: none"> • Take part in research and exploration whilst incorporating and developing own personal ideas. • I can use technical vocabulary related to form to explain my work • I can incorporate form, pattern and texture into my work. <p>DT</p> <ul style="list-style-type: none"> • Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. • To understand how food is processed into ingredients that can be eaten or used in cooking • Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. • Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. 	<p><u>Prior learning</u> Year 4- information technology Year 5- inappropriate and appropriate behaviour</p> <p>Information Technology</p> <p>Type using the appropriate hands/fingers to achieve a speed of 15 words a minute</p> <p>Combine the appropriate software to achieve a specific goal.</p> <ul style="list-style-type: none"> • To search the web effectively • To carry out effective research • To create the content of a presentation • To evaluate the effectiveness of a PPT to share knowledge. <p>E-safety will be thread through each lesson.</p>
Geography	PE	RE	Music
<p><u>Prior learning</u> Year 5- Human and physical features. Human Geography: How have settlements and land use changed over time? (Links to history)</p> <p>To present data and draw conclusion on land use.</p>	<p>Indoor PE <u>Gymnastics</u> Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Analyse and comment on skills and techniques and how these are</p>	<p><u>Prior learning</u> Y4 - What is the most significant part of the Nativity story for Christians today?</p> <p>Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true?</p>	<p><u>Prior learning</u> Y4- Play and perform in solo and ensemble contexts.</p> <p>Play and perform in solo and ensemble contexts, playing instruments (body percussion) with accuracy and fluency, control and expression.</p>

<p>To explore why the Vikings settled where they did. To compare Viking settlements to settlements today. To explore how Vikings used their land. To compare how Vikings used their land to how land is used today.</p>	<p>applied in their own and others' work. Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences.</p> <p>Outdoor PE <u>Tag Rugby</u> <i>Use accurate passing technique and possession techniques in a game. Analyse and evaluate when to attack and when to defend in a competitive situation.</i></p>	<p>Religion: Christianity</p> <p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>I can start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p>	<p>Improvise, compose and perform melodies.</p> <p>Create a rhythm to fit a pulse. Use musical vocabulary to describe the story of the music.</p>
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