


Owls Autumn Term Cycle A		 Kingdoms and Castles Invaders and Settlers
As a Reader	Word reading	I can apply a growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.
	Comprehension	<p>I can read and discuss a wide range of texts from different genres.</p> <p>Class texts:</p> <ul style="list-style-type: none"> • Beowulf by Michael Morpurgo (Legend) • Macbeth by William Shakespeare (Playscript) • Non-fiction books about Medieval Britain – Anglo Saxons, Vikings and Normans <p>I can recommend books I have read to my peers. I can learn a wider range of poetry by heart. I can use my VIPER skills to read with understanding.</p>
As a Writer	Transcription	<p>Spelling programme (NC Key Word List Y5/6)</p> <p>I can spell words with silent letters.</p> <p>I can use prefixes and suffixes and understand the guidance for using them.</p> <p><i>I can use verb prefixes dis-, mis-, di-, over-, re-, -ate, -ise, -ify</i></p> <p><i>-able, -ably</i></p> <p><i>-ible, -ibly</i></p> <p><i>-cious, -tious</i></p> <p><i>-cial, -tial</i></p> <p><i>-ant/ -ance/ -ancy</i></p> <p><i>-ent/ -ence/ -ency</i></p> <p>I can use a dictionary and thesaurus appropriately.</p>
	Composition	<p>I can plan, draft, evaluate, edit, proof read and perform my writing.</p> <p>Narrative – Descriptive extracts – settings, characters and atmosphere Viking Sagas</p> <p>Non-narrative – Newspaper Articles, Biographies, Recounts, Persuasive Writing Information texts</p>
	SPAG	<p>I can use commas, dashes, brackets to mark relative clauses</p> <p>I can use colons and semi-colons, Colons and bullet points, Hyphens, Ellipsis</p> <p>I can use relative clauses & relative pronouns</p> <p>I can use modal verbs</p> <p>I can subject and object</p> <p>I can use active and passive voice</p> <p>I can expanded noun phrases</p> <p>I can vary length, structure and subject of sentences.</p>
Speaking and listening		12 Statutory statements
As a Mathematician		<p>I can read, write, compare, order and round large numbers to at least 10 million & decimals, and determine the value of each digit.</p> <p>I can use negative numbers in context.</p> <p>I can read and write Roman numerals to at least 1000.</p> <p>I can use a range of mental strategies to add, subtract, multiply and divide.</p> <p>I can use formal written methods to add, subtract, multiply and divide large numbers and decimals.</p> <p>I can solve multi-step problems in context, deciding which operations & methods to use and why.</p> <p>I can identify factors, multiples and prime numbers.</p> <p>I can multiply and divide by 10, 100 and 1000.</p> <p>I can recognise and use square numbers and cube numbers.</p> <p>I can solve problems involving converting between units of time.</p>
		<u>Materials</u>

<p>As a Scientist</p>	<p>I can compare and group materials according to their properties – hardness, solubility, transparency, electrical conductivity, thermal conductivity, magnetism.</p> <p>I can use knowledge of solids, liquids and gases to separate mixtures – sieving, filtering, evaporating.</p> <p>I can use scientific investigation to select appropriate materials for specific uses.</p> <p>I can describe reversible changes – dissolving, mixing and changes of state.</p> <p>I can describe some irreversible changes – burning, acid & bicarbonate of soda.</p> <p>Working Scientifically – on going across the year</p>
<p>As a Computing learner</p>	<p>I can use search technologies effectively in research.</p> <p>I can make a PowerPoint about Viking Gods – hyperlinks between related Gods.</p> <p>I can retell a story of a Northern Saint using animation, using Stop Motion Studio.</p> <p>I can move a Sprite (Grendel) around the screen using keys - Scratch</p> <p>I can use technology safely and respectfully (Ongoing E-safety) - Risks of Social Media</p> <p>I can collect data using sensors – Raspberry Pi or data logging probe.</p> <p>I can present data in graphical form using Excel.</p> <p>I can use Publisher to create posters and tickets to advertise a performance.</p> <p>I can create a movie trailer using i-movie.</p>
<p>As a Historian</p> <p><i>Visit to Murton Park</i></p> <p><i>Visit to Richmond Castle (Norman)</i></p>	<p>I can give a clear narrative of British history – Fall of the Western Roman Empire to the renaissance.</p> <p>I can use place names to identify Anglo-Saxon, Viking and Norman settlements and kingdoms.</p> <p>I can summarise the main events from the Saxon/Viking period, explaining the order of events and what happened.</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain • Anglo-Saxon invasion • Resistance of Alfred the Great • Christian conversion • Viking raids • Death of Edward the Confessor • Norman Conquest • Harrying of the North <p>I can ask historical questions about the significance of Viking Invasions and the Norman Conquest.</p> <p>I can compare and contrast life under Saxon/Viking rule and Norman rule.</p> <p>I can describe how several aspects of British History is reflected in our locality – Norman castles.</p>
<p>As a Geographer</p>	<p>I can use maps and atlases to locate European countries.</p> <p>I can describe key aspects of the physical geography of Scandinavia.</p> <p>I can name and locate regions in the United Kingdom.</p> <p>I can name and locate key topographical features (hills, mountains, coasts and rivers) in Northumberland.</p>
<p>As a D.T learner</p>	<p>I can collaborate with others to research, design, make and evaluate a model of a Saxon/Viking settlement using a range of materials.</p> <p>I can build a structure and explore how they can be made stronger, stiffer and more stable.</p> <p>I can weave different materials, including willow, to create structures.</p> <p>I can prepare and cook a Viking meal on an open fire.</p> <p>I can describe how Vikings sourced ingredients.</p>
<p>As an Artist</p>	<p>I can use sketches to record observations – Viking patterns, colours.</p> <p>I can use a range of materials (natural materials, charcoal and pencil) creatively to sketch fantastical beasts.</p> <p>I can use different embroidery stitches to recreate part of the Bayeux Tapestry.</p>
<p>Charanga scheme Autumn 1 – Living on a Prayer Autumn 2 Classroom Jazz 1</p>	

<p>As a Musician</p> <p>Christmas Carols</p>	<p>I can listen and appraise music with increased confidence. I can sing 'Living on a Prayer'. I can play notes G, A, B, D and E on a tuned instrument.</p>
<p>MFL- as a linguist</p> <p>Lessons 40-43</p>	<p>Carmel scheme I can recognise the names of places in town; I can say what is and is not in my town using whole sentences; I can use and recognise numbers 70-100; I can say the year; I can talk about my town in the past and present; I can use and recognise adjectives and antonyms; I can read and understand a French email and show knowledge of sentence construction and word order; I can produce a leaflet describing my town "then and now".</p>
<p>PE- as a sportsperson</p>	<p>Real PE – Cognitive – Coordination (Ball Skills) and Agility (Reaction and Response) through Throw Tennis & Benchball</p> <p>Level 6 I review, analyse and evaluate my own and others' strengths and weaknesses. I can read and react to different situations as they develop.</p> <p>Level 5 I can develop methods to outwit opponents. I can recognise and suggest patterns of play which will increase chances of success. I have a clear idea of how to develop my own and others' work.</p> <p>Level 4 I can identify specific parts of performance to work on. I can understand ways (criteria) to judge performance. I can use my awareness of space and others to make good decisions.</p> <p>-----</p> <p>Real PE – Creative – Static Balance (Seated) and Static Balance (Floor Work) through Seated Volleyball & Scorpion Handball</p> <p>Level 6 I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.</p> <p>Level 5 I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others.</p> <p>Level 4 I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging.</p>