

Art and Design

Art and DT: Design and create a Viking/Anglo-Saxon weapon.

Art Objectives: Explore different ways of attaching paper to create a form. Use paper mache to create different textures of covering.

DT Objective: Create products to a high standard with a good finish.

Geography

United Kingdom:
Counties
Anglo-Saxon Settlements
Viking Settlements
Land Use
Map Skills

History

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Literacy

Exploring literature from our heritage.

Describing characters inspired by *Beowulf* and writing them into a chapter.

Writing book reviews and a balanced argument.

Year 5: Spring

Is invasion ever justified?

PSHE

To recognise when a relationship is unhealthy.

To know the difference between willing and forced marriage.

To know that relationships come in all different shapes and sizes.

To predict positive and negative risks to self and others.

To recognise peer influence and the need for peer approval.

Maths

Identify, name and write equivalent fractions

Compare, order, add, subtract, and multiply fractions

Write decimal numbers as fractions and recognise decimal equivalents

Recognise and use the percentage symbol

Identify angles 360° , 180° and 90°

Calculate and compare area and perimeter of shapes

Science

The human life cycle and its associated changes

Computing

Collaborate with other year groups or schools via messages to create non-digital games linked to countries and cities.

Music

Listen to and compose musical stories.

Year 5 Spring: Is invasion ever justified?

Writing

Planning

- ✓ Identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- ✓ Develop characters and settings inspired by the reading pupils have done independently and as a class.

Draft & Write

- ✓ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ✓ In narratives, describing settings, characters and integrating dialogue to convey character and advance the action.
- ✓ Use expanded noun phrases to convey complicated information concisely.
- ✓ Use a wide range of devices to build cohesion within paragraphs.
- ✓ Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, underlining]
 - Use the correct tense consistently in writing.
 - Recognise the difference between formal and informal language and apply this.
 - Use an age-appropriate dictionary to check spelling.
 - Use a thesaurus.

Evaluate & Edit

- ✓ Proof-read for spelling and punctuation errors
- ✓ Assessing the effectiveness of their own and others' writing
- ✓ Proposing changes to vocabulary to enhance effects.
- ✓ Ensuring the consistent and correct use of tense throughout a piece of writing
- ✓ Ensuring correct subject/verb agreement when using singular and plural.

Grammar

Pupils in Y5 need to be able to identify, know and use the following:

- ✓ Indicating degrees of possibility using **adverbs**.
- ✓ Relative pronouns and relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
- ✓ Parenthesis (bracket and dash)
- ✓ Devices to build cohesion within a paragraph [*for example, then, after that, this, firstly*]
- ✓ Linking ideas across paragraphs using adverbials of time and place.

Reading

- ✓ Ask questions to improve understanding of texts
- ✓ Summarise ideas drawn from more than one paragraph, identifying key details.
- ✓ Use age appropriate dictionaries to check the meanings of words
- ✓ Discuss how authors use varied sentences and descriptive language to affect the reader (ongoing).
- ✓ Explain and discuss understanding of reading.
- ✓ Make book recommendations, giving reasons for choices
- ✓ Use an age appropriate dictionary to check spelling and meanings
- ✓ retrieve, record and present information from non-fiction
- ✓ Make comparisons across books.
- ✓ Make predictions based on details stated and implied, linking these to evidence.
- ✓ Provide reasoned justifications for their views.
- ✓ Become more familiar with traditional stories and fiction from our literary heritage.
- ✓ **Key vocabulary:** Modal verb, relative clause, relative pronoun, parenthesis, parenthetical, bracket, dash, cohesion, cohesive device, adverbials, rhetorical question, emphasis, repetition, persuasion, colon, perfect form.

Mathematics

Number and Algebra

- ✓ Compare and order fractions whose **denominators** are all multiples of the same number
- ✓ Identify, name and write **equivalent fractions** of a given fraction, represented visually, including **tenths** and **hundredths**
- ✓ Recognise **mixed numbers** and **improper fractions** and convert from one form to the other and write mathematical statements > 1 as a **mixed number** (for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$)
- ✓ Compare and order fractions whose denominators are all multiples of the same number
- ✓ Add and subtract fractions with the same denominator and denominators that are multiples of the same number
- ✓ Multiply **proper fractions** and mixed numbers by whole numbers, supported by materials and diagrams
- ✓ Read and write **decimal numbers** as fractions [for example, $0.71 = \frac{71}{100}$]
- ✓ Recognise and use **thousandths** and relate them to tenths, **hundredths** and **decimal equivalents**
- ✓ Round decimals with 2 decimal places to the nearest whole number and to one decimal place
- ✓ Read, write, order and compare numbers with up to 3 **decimal places**
- ✓ Solve problems with numbers up to 3 decimal places/
- ✓ Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred'
- ✓ Solve problems, which require knowing percentage and decimal equivalents of $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{2}{5}$ and those fractions with a **denominator** of a multiple of 10 or 25.

Geometry and Measure

- ✓ Identify 3-D shapes, including **cubes** and other **cuboids**, from 2-D representations
- ✓ Know angles are measured in **degrees**: estimate and compare **acute**, **obtuse** and **reflex angles**
- ✓ Draw given angles, measure them in degrees
- ✓ Identify: angles at a point and one **whole turn (360°)**; angles at a point on a straight line and **half a turn (180°)**; other multiples of **90°**
- ✓ Use the properties of rectangles to deduce related facts and find missing lengths and angles
- ✓ Distinguish between **regular and irregular polygons** using reasoning
- ✓ Measure and calculate the perimeter of rectilinear shapes
- ✓ Calculate and compare the area of rectangles, including squares
- ✓ Estimate **volume** and **capacity**

Key vocabulary: denominator, numerator, equivalent fractions, tenths, hundredths, improper fractions, mixed number, proper fractions, decimal numbers, thousandths, decimal place, cubes, cuboids, degrees, acute, obtuse, reflex, whole turn (360°), half turn (180°) and quarter turn (90°), regular and irregular polygons, perimeter, volume, capacity

Year 5 Spring: Is invasion ever justified?

Geography
Locations
 ✓ Locate the world's countries, using maps to focus on Europe (including the location of Russia)
 ✓ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time
Key vocabulary: pole, meridian, continent, Arctic, Antarctic, hemisphere
Human and Physical
 ✓ Use geographical vocabulary to refer to Anglo-Saxon and Viking settlements
Key human vocabulary: settlement, land-use, trade
Key physical vocabulary: valley, hill, river
Skills
 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

History
Chronology of events
 ✓ Research of the time from AD 410 to 1066
 ✓ Timeline of significant events including Anglo-Saxon invasions, Viking raids and invasions and the death of Edward the Confessor
Key vocabulary: withdrawal, invasions, settlements, kingdoms, conversion, resistance, Bayeux Tapestry, successor
Cause and effect
 ✓ Draw simple conclusions as to why change has happened
Key vocabulary: question words "who, what, why, when, where, how"
Empathy and understanding
 ✓ Identify the losses felt by all sides involved
Key vocabulary: empathy, sympathy, defeat, victory, impact, repercussions
Change and continuity
 ✓ Discuss how the past has influenced the present and how the present will shape the future
Historical enquiry and forming conclusions from the variety of sources
 ✓ Examine the importance of archaeological discoveries
 ✓ Analyse the significance and the enduring legacy of the Anglo-Saxons
Key vocabulary: culture, language, laws, justice, political landscape, Northumbria, Mercia, East Anglia, Wessex

DT
Research:
 ✓ Find out about and compare Viking and Anglo-Saxon weaponry, including the materials used.
Design:
 ✓ Design a Viking or Anglo-Saxon weapon based on research.
 ✓ Label designs with materials and measurements.
Create:
 ✓ Create a to scale version of own weapon designs using cardboard.
 ✓ Finish using paint and art techniques taught this year.
Evaluate:
 ✓ Reflect on the finish of the final product, including cutting and joining techniques used.
Key vocabulary: Compare, design, Viking, Anglo-Saxon, finish

Science
Animals, including humans
 ✓ Describe the changes as humans develop to old age
 ✓ Create a timeline to represent growth and development of humans
 ✓ Describe the changes experienced in puberty
 ✓ Explore how age expectancy has changed through time – link to History
Key vocabulary: gestation, puberty, growth, reproduction, foetus, fertilisation, baby/infant, toddler, child, teenager, adult, old age, childhood, adolescence, adulthood

Art
Media:
 ✓ Paper and paste
Appreciation:
Artist: Michelle Reader
 ✓ To consider the purpose of the art
 ✓ To use art as a stimulus for their own art explaining where inspiration was sought from
Exploring and developing ideas:
 ✓ To create shapes using scrunched, torn and plaited paper
Investigating and making art:
 ✓ To skilfully use papier mache to create a smooth covering
 ✓ To create a 3D model for a specific purpose
Evaluating and developing art:
 ✓ To explain and give reasons why art techniques were chosen
 ✓ To refine and adapt work to reflect the intended purpose
Key vocabulary: Papier mâché, form, covering, detail, structure, rolled, scrunched

PSHE
Relationships
 ✓ Feelings and emotions
 ✓ Healthy Relationships
 ✓ Valuing difference
Key vocabulary: Human rights, laws, FGM, anti-social behaviour, sustainability, media and social media*

Outdoor Learning
Research:
 ✓ Research wattle and daub techniques
Design:
 ✓ Design a wattle and daub fence, using materials that are available to us
Create/ Evaluate:
 ✓ Build a house using the wattle and daub technique
Key vocabulary: wattle and daub, materials, house, mud, sticks, wood, structure, weave, clay, straw

Music
Appreciate
 ✓ Listen and respond to Grieg's, Hall of the Mountain King from the Peer Gynt Suite
Play, Sing and Create
 ✓ Compose music to accompany a Viking Saga.
 ✓ Create different moods to reflect the stages of the story.
Key vocabulary: Mood, pitch, minor, major, key, dynamics

Computing
Computer Science – Networks
 ✓ Upload digital content explaining ideas
 ✓ Review reply comments
 ✓ Respond to reply comments
Key vocabulary: Digital content, Accessible, Upload, User, Evaluate, Communicate, Online

RE
Christianity
 ✓ Understand how the miracle stories affect different people
Humanism
 ✓ Explore people's rights to have different beliefs
Key vocabulary: Miracles, leper, beliefs, messages, rights, cultures, conflict

MFL
Oracy:
 ✓ Memorise and present a short spoken text
 ✓ Ask and answer questions on several topics
Literacy:
 ✓ Follow a short familiar text listening and reading at the same time
 ✓ Read some familiar words and phrases aloud and pronounce them accurately
Intercultural understanding:
 ✓ Learn about festivals and celebrations in different cultures
Key vocabulary: See homework Books for full list of vocabulary and translations.

PE:
 ✓ Hand-Eye Coordination/Pass & Receive/Control/Striking – Hockey
 ✓ Catching/Passing/Target/Movement – Basketball
 ✓ Hand-Eye Coordination/Striking/Control – Tennis
 ✓ Target/Control/Strategy/Striking – Tri-Golf

Is Invasion Ever Justified?

Where did the Vikings come from?

The Vikings came from the Scandinavian countries of Norway, Sweden and Denmark.



Towns derived from Anglo Saxons

Mere—pool or lake	Field—open land
Ford—river crossing	Ham—village
Ney— island	Wich—farm

Modern towns that names derive from Anglo Saxons:

Buckingham, Stafford, Southampton, Windermere

How were the Anglo Saxons punished?

Similarities

- A jury decides if a person is innocent or guilty
- People accused of a crime are sent to court
- In court, you can choose people to stand up for you as witnesses

Differences:

- Criminals could be turned into slaves or hung in public
- Disputes could be settled through duels
- Compensation could be given in body parts

Who was important?



Edward the Confessor
Edward was the last Anglo Saxon King. He left the throne without an heir and Harold Godwinson took it. William the Conqueror eventually took it.

Alfred the Great

Alfred was an Anglo-Saxon King of Wessex. He was famous for his victories against the Vikings.



William the Conqueror

William was the first Norman King of England, reigning from 1066 until 1087. He won the Battle of Hastings.



What were the key dates?

410—459 AD	The Romans leave Britain unguarded. The Angles and Saxons invade England.
600 AD	The Anglo Saxon kingdoms of Wessex, Essex, Northumberland, East Anglia and Mercia are formed.
793 AD 878 AD	The Viking Age begins The Vikings settle permanently in Britain.
871—886 AD	Alfred the Great becomes King of Wessex and later agrees to a treaty with the Vikings
1016—1042 AD	Vikings rule England beginning with the reign of Canute.
1066 AD	The Battle of Hastings takes place and the Normans defeat the Anglo Saxons.

Key Vocabulary

Longboat	A long, wooden, narrow boat used by Vikings for raids.
Monastery	A building where people worship and devote their time to God.
Pagan	A person who believes in many Gods.
Settlement	A place where people come to live.
Runes	Letters of the alphabet.
Treaty	A written agreement between two states.
Raid	A surprise attack.
Vikings	A group of fierce warriors that came from Scandinavia.
Anglo Saxons	A group of farmer-warriors made up of 3 tribes. The 2 largest were Angles and Saxons.
Shield Wall	A shield formation used in battle to protect someone important.
Normans	A group of people who ruled after the Anglo Saxons. They came from France and built well known places such as Windsor Castle and the Tower of London.