



## Year 5 Spring: Is invasion ever justified?



### Geography

Locate areas of the UK and Europe on a map.  
Understand the changes in land use.  
Understand the importance of natural resources.

### History

Produce a timeline of the key events from the Anglo-Saxon period.  
Draw simple conclusions from the changes the Anglo-Saxons made.  
Discuss how the past has shaped the present.

### Art

Archibald Knox  
String printing Celtic patterns  
Creating patterns and printing  
Analyse and evaluate final compositions

### Design and Technology

Viking and Anglo-Saxon designs  
Investigate appropriate materials of Anglo-Saxon weaponry  
Create an Anglo-Saxon product from designs

### RE

Sikhism: How far would a Sikh go for their religion?  
Christianity: How significant is it that Christians believe God intended Jesus to die?

### Music

Composing and chords and enjoying musical styles  
Hall of the Mountain by Greig  
South African, Jazz, 20<sup>th</sup>/21<sup>st</sup> Century Orchestral, pop, film music  
Using chords in compositions  
Uses voices and instruments to make texture in music

### Science

Human growth and development  
Puberty and changes in the body

### PSHE

How will puberty change us?  
What emotions might I feel and what will happen to my body?  
How many of us are different?  
How do we show mutual respect in a diverse community?

### PE

Gymnastics: vault to feet, creating own routine.  
Disability games: boccia and seated goalball  
Game Play, positional play, strategy, teamwork, communication & leadership.

### Computing

Planning, testing and evaluating a quiz.  
Databases: paper-based, computer based, comparing data and use in real-life.

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### 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 – Multiplication and Division

- ✓ Multiply numbers up to 4-digits by a 1- or 2-digit number using a formal written method
- ✓ Divide four digits by a 1-digit number using the formal written method of short division
- ✓ Interpret remainders when dividing appropriately for the context
- ✓ Solve problems involving multiplication and division

**Key Vocab:** multiply, divide, regroup, place value, remainders, factors, multiples

#### Fractions

- ✓ Multiply proper fractions and mixed numbers by whole numbers
- ✓ Find a fraction of an amount

**Key Vocab:** multiply, mixed number, improper fraction, unit fraction, non-unit fraction, quantify, amount, whole

#### Decimals and Percentages

- ✓ Read, write, order and compare numbers with up to 3 decimal places
- ✓ Read and write decimal numbers as fractions
- ✓ Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- ✓ Solve problems that require knowing percentage and decimal equivalents
- ✓ Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- ✓ Solve numbers involving numbers up to 3 decimal places
- ✓ Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- ✓ Recognise the per cent symbol (%) and understand how it relates to 'number of parts per 100'
- ✓ Write percentages as a fraction with a denominator of 100

**Key Vocab:** decimals, decimal point, decimal place, percentages, percent, out of 100, tenths, hundredths, thousandths, equivalent, place value

#### Measurement – Perimeter and Area

- ✓ Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- ✓ Calculate and compare the area of rectangles and estimate the area of irregular shapes

**Key Vocab:** area, perimeter, cm<sup>2</sup>, m<sup>2</sup>, estimate, rectilinear, length, width

#### Statistics

- ✓ Solve comparison, sum and difference problems using information presented in a line graph
- ✓ Complete, read and interpret information in tables, including timetables

**Key Vocab:** line graph, comparison, sum, difference, timetable, graph, horizontal, vertical, axis, intervals

# 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:

- ✓ Printing

### Appreciation:

**Artist:** Archibald Knox

- ✓ 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 design an image used for printing

### Investigating and making art:

- ✓ To use string to print a positive image and explore colour
- ✓ To create a repeated Celtic print

### 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:** Line, pattern, print, positive, negative, stencil/stamp

## PSHE

### Growing and Changing

- ✓ Tuning in with our emotions
- ✓ Physical changes and safe boundaries

### Valuing Difference

- ✓ Mutual respect in a diverse society
- ✓ Information and truth sharing

**Key vocabulary:** Puberty, body changes, laws, FGM, 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:

- ✓ Say key vocab (family, clothes)
- ✓ Give descriptions (family and clothing)

### Literacy:

- ✓ Write short texts to describe what somebody is wearing
- ✓ Read some familiar words and phrases aloud and pronounce them accurately and spell them

### Intercultural understanding:

- ✓ Understand how grammar differs from English

**Key vocabulary:** family, numbers to 100, clothing, colours

## 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

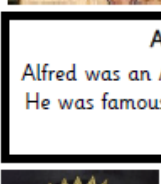
### Differences:

- 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 places 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.