

Year 5 – Autumn

English – Kensuke’s Kingdom

Guided Reading – The Iron Man

Class text – The Wizard Of Once

	National Curriculum objective(s)	Success criteria	Project work	Key vocabulary (All pupils must be exposed to this) Tier 2	Key vocabulary (All pupils must be exposed to this) Tier 3	Links to previous and future learning
History	<ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<ul style="list-style-type: none"> Vikings - To understand the history of the Viking struggle for the Kingdom of England. Know key facts about the most influential Anglo-Saxon kings and be able to organise information about the Viking and Anglo-Saxon kings onto a timeline "Describe some aspects of everyday Viking life and know some typical Anglo-Saxon punishments. Explain where and why some Viking raids or attacks took place. Describe in greater detail the influence and actions of some of the main Anglo-Saxon kings and be able to explain concepts such as Danegeld and wergild 	<ul style="list-style-type: none"> Place the Viking period on a timeline. Order key events of the Viking period News report about Lindisfarne Descriptive writing about everyday life. Making a shelter Viking experience day 	Timeline invasion Raid Cremation Shield Axe Spear Thatch slave archer Settler Myths	Danegeld wergild Viking Anglo Saxon longboat Freeman Danelaw	Y4 Link to Anglos Saxons and Scots Y6 Study of British History from the time of the Anglo Saxons
Geography	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	To name and locate cities and counties in the UK. To identify human and physical characteristics within the UK To describe and understand physical geography including: climate zones, biomes and vegetation belts, rivers, mountains volcanoes and earthquakes.	Use an atlas to locate the modern day Scandinavian countries. Compare in relation to the UK Identify on a map where the Vikings invaders came from and where they attacked and settled in the UK. Identify major rivers in the UK as a means of Viking transport. Use the Atlas to discover the physical characteristics of where the Scandinavian counties.	Characteristics mountain coast atlas mountain	Physical climate zone biome topographical	Y3 Counties of the UK- Human and physical characteristics. Y4 link to geography of Egypt Identifying geography of GB physical and Human geography. Y6 Identify positions of significance- equator, latitude and longitude Y6 Spanish locating different countries on a map (Spanish names).

Art and Design	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p>	<ul style="list-style-type: none"> Using cross curricular links with Literacy (Kensuke's Kingdom) draw, sketch and create a detailed piece linked to 'Waves' by Katsushika Hokusai. 	<p>To create a perspective drawing of a longboat at sea.</p> <p>To observe and appreciate the Waves by Katsushika Hokusai and to sketch their own version.</p> <p>To recreate using different media (collage)</p>	<p>sketch shade appreciate</p>	<p>collage perspective Cross hatch</p>	<p>Y3 Collage Acrimbola Y4 Link sketching Egyptian death mask. Y4 DT sketching a boat for a design project. Y6 Link to sketching Hagrids hut Y6 Link sketching Memento Mori</p>
Design and Technology	<ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<ul style="list-style-type: none"> Prepare and cook a savoury dish that is linked to healthy balanced diet (links with P.E and Science) Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Healthy pizza using tortillas. Side salad. (taste testing)</p>	<p>diet balanced ingredients seasons seasonality</p>	<p>Carbohydrate Protein Fat Calories Fibre</p>	<p>Y3 Making jam tarts Y6 Making ration food recipes</p>

R.E.	<p>Key Question: U2.1 Why do some people believe God exists? This investigation enables pupils to learn in depth from different religious and non-religious groups about belief in God. Pupils enquire into the key question- raising questions about the nature and existence of God focussing on Christian ideas about God. Pupils will consider why people do or don't believe in God and the impact that might have on the way they live their everyday life. This investigation provides an opportunity to meet Christians, agnostics and atheists and ask questions about why they do or don't believe in God.</p>	<ul style="list-style-type: none"> • Strand: Believing • Questions in this thread: 1.1-3 Who is Christian/ Muslim / Jewish and what do they believe? L2.1 What do different people believe about God? 3.1 Do we need to prove God's existence? <p>Religions and worldviews: Christians, non-religious e.g. Humanist</p> <p>Why do some people think God exists? : To give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging To outline clearly a Christian understanding of what God is like, using examples and evidence</p> <p>To express thoughtful ideas about the impact of believing or not believing in God on someone's life</p> <p>To present different views on why people believe in God or not, including their own ideas</p> <p>If God is everywhere, why go to a place of worship? : To select and describe the most important functions of a place of worship for the community To make connections between how believers feel about places of worship in different traditions</p> <p>Christmas around the world. Single lesson</p> <p>To give examples of how places of worship support believers in difficult times, explaining why this matters to believers To present ideas about the importance of people in a place of worship, rather than the place itself</p>	<p>Match different beliefs up to their definition.</p> <p>Consider personal beliefs.</p> <p>Collect the different words and phrases used for God.</p> <p>Compare and contrast a humanist/Christian/atheist</p> <p>Visit by a local vicar to talk about the importance of the church building Visit to Lichfield cathedral</p>	<p>Faith Devout Tradition Culture Existence Evidence Worship Community</p>	<p>Humanist Agnostic Atheist Muslim Islam Christian Christianity Jew Judaism</p>	<p>Y3 Link Christian beliefs Y4 Link to Hindu beliefs Y6 Christian, Hindu, Muslim beliefs</p>
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P.S.H.E/R.S.E	<ul style="list-style-type: none"> 	<p>To devise a class charter To identify personal gifts and talents To explore feelings when starting something new To develop ideas cooperatively and use a range of communication skills To understand what a role model is Be Friendly, Be Wise To understand there are different types of friendship To develop conflict resolution strategies and manage anger successfully To develop strategies to prevent bullying To understand the principles of First Aid and E-Safety</p>	<ul style="list-style-type: none"> To create a class charter and display it in the classroom. Create a positive affirmation portrait including personal gifts and talents. 	<p>gift communication cooperate strategy gift talent bully victim</p>	<p>charter conflict resolution E-safety</p>	<p>Y4 ~Class charter Y6 Class charter</p>
Computing	<ul style="list-style-type: none"> To design write and debug programmes that accomplish specific goal including controlling or simulating physical systems. Solve problems by decomposing them into smaller parts. Use sequence selection and repetition in programmes; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programmes. 	<p>To create a playable, competitive game. To gain a greater understanding of the impact that sharing digital content can have. To use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied. Staying safe online</p>	<ul style="list-style-type: none"> To create a playable game To simplify code Poster re online safety. Explore an online safety programme. Explore misinformation 	<ul style="list-style-type: none"> Code Decode Design Simulation Sequence Variables Programs Technology Analysing Evaluating 	<p>Algorithms Debug Software</p>	<p>Y3 E safety and coding Y4 E safety Y4 Logo design and debug Y6 Create and debug a program Y6 E safety Y6To code making a text based adventure game. Y6 Algorithms</p>
Science	<p>Describe the life process of reproduction in some plants and animals.</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age <p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows</p>	<ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> Outdoor learning; Collecting different types of seed heads. Explore seed dispersal. Dissect a flower Label the reproductive parts of a plant. Investigate and draw the lifecycle of a mammal, an amphibian, an insect, and a bird. (visit to zoo or Peak wildlife, Bug Educational company) Create a timeline demonstrating the changes of the human body as it grows. 	<p>process develop development scientifically indicate growth reproduction</p>	<p>metamorphosis mammal amphibian insect gestation puberty</p>	<p>Y3 PSHE Healthy bodies and bodily changes Y 4 The Human Body digestive system and teeth Y6 The impact of diet and exercise on healthy bodies. Y6 Classification of animals Y4 PSHE The reproductive body.</p>

<p style="text-align: center;">Music</p>	<ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music. 	<ul style="list-style-type: none"> • Livin' On a Prayer: To explore rock songs. Sing and perform. Develop performances by adding tuned and untuned instruments. • Notation GAB, put on a staff. • Improvise with rhythm and compose using the 3 notes. Add to instrumental sections of the song. • Compose an 8 bar piece of music. • Play and perform classroom jazz. Listen and appraise tunes and supporting tunes • Improvise: learn to play a tune and then improvise with your instrument. Develop skill with different jazz pieces. • Sing a piece of music in 2 or 3 parts. 	<ul style="list-style-type: none"> • To place rock music on a timeline and see the types of music which came before and after. • Rehearse a song for a performance using voices and percussion. • Using tuned and untuned instruments create 8 bars of music in response to a stimuli. • Sing in a round. London's Burning 	<p>improvise rhythm compose appraise Rehearse Untuned rests</p>	<p>Stave Crescendo Diminuendo Percussion Jazz Round Crotchets quavers Minims Semibreves Semiquavers Allegro Adagio Accelerando Rallentando Clef Forte Piano Crescendo decrecendo</p>	<p>Y4 Abba Recorders/ Glockenspiels</p>
<p style="text-align: center;">Languages</p>	<ul style="list-style-type: none"> • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> • To Learn the vocabulary related to food. • Express likes and dislikes with food. • Instructions on making a sandwich. • Revise numbers to 100. Introduce simple calculations x - + div • Translation: Little Red Riding Hood. Find familiar words. Make links to the repeated phrases. To use tools such as a Spanish dictionary and Google translate. • Perform Little Red Riding Hood • Spanish Christmas: Focus on Christmas food. 	<p>Speak the Spanish word when shown the relevant flashcard IVB image.</p>	<ul style="list-style-type: none"> • Translate 		<p>Y4 Numbers to 100 Y4 Happy Birthday – dates Y4 Likes and dislikes (animals) Y6 DT prepare and cook a savoury dish</p>
<p style="text-align: center;">P.E</p>	<ul style="list-style-type: none"> • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns 	<ul style="list-style-type: none"> • Tennis: Can hit a controlled forehand shot consistently • Get into the ready position and move around court judging the bounce. • Volley the ball downwards • Will be able to play a short game and use tactics against opponent. • Gymnastics: Can perform various counter balances at different levels • Can you use different ways of travelling along the floor. • Can make a sequence flow with good transitions • Will be able to create a 1 minute routine using these skills and evaluate others performances , giving feedback. 		<ul style="list-style-type: none"> • Control • Accurate • Effective • Grip • Spin • Bounce • Footwork • Agility • power 	<p>racquet forehand backhand volley smash serve</p>	