

## English

Study Kensuke's Kingdom and Viking Boy.

### Discussion Text

To distinguish and discuss texts which seem to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue.

To experiment with the presentation of various views through discussion, debate and drama.

### Explanation Text

To read and analyse a range of explanatory texts, investigating and noting features of impersonal style.

To plan, compose, edit, and refine explanatory texts.

### Instructional Text

To give clear oral instructions to achieve the completion of a common task.

To follow oral instructions of increased complexity.

To evaluate sets of instructions for purpose, organisation and layout, clarity and usefulness.

To write a set of instructions.

### Narrative

To discuss the authors perspective on events and characters.

To look for evidence of differences that will effect the way that characters behave or the plot unfolds.

### Non-Chronological Report

To collect information to write a report in which two or more subjects are compared.

To plan, compose and edit short non-chronological comparative report.

### Persuasion

To read and evaluate letters intended to inform, protest, complain, persuade, considering how they are set out, and how language is used.

To collect and investigate use of persuasive devices.

To draft and write individual, group or class persuasive letters for real purposes.

To understand how persuasive writing can be adapted for different audiences and purposes.

### Poetry

To discuss the poet's possible viewpoint, explain and justify own response and interpretation.

To vary pitch, pace, volume, expression and use pauses to create impact.

To invent nonsense words and situations and experiment with unexpected word combinations.

### Recount

To identify the features of recounted texts such as sports reports, diaries, police reports.

To use the language features of recounts including formal language when recounting events orally.

To write recounts based on the same subject.

## French

Quelle est la date de ton anniversaire? When is your birthday?

To say when my birthday is and ask others when theirs is.

To understand and use vocabulary related to months and seasons.

To pronounce the months of the year correctly.

To pronounce the seasons correctly.

To understand and use the numbers 41 to 50.

## Mathematics

### Place Value

To count forwards or backwards in steps of powers of 10 for any given number up to 1000000.

To count forwards and backwards with positive and negative whole numbers, including through zero.

To read, write, order, and compare numbers to at least 1000000 and determine the value of each digit.

To read Roman numerals to 1000 and recognise years written in Roman numerals.

To interpret negative numbers in context.

To round any number up to 1000000.

To solve number problems and practical problems that involve place value.

### Addition and Subtraction

To add and subtract whole numbers with more than 4 digits, including using a formal written method.

To add and subtract numbers mentally with increasingly large numbers.

To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

### Statistics

To complete, read and interpret information in tables, including timetables.

To solve comparison, sum and difference problems using information presented in a line graph.

### Multiplication and Division

To identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.

To know and use the vocabulary of prime numbers, prime factors and composite numbers.

To establish whether a number up to 100 is prime and recall prime numbers up to 19.

To recognise and use square numbers and cube number and the correct notation.

To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

To solve problems involving multiplication and division including using the knowledge of factors and multiples, squares and cubes.

### Area and Perimeter

To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.

To calculate and compare the area of rectangles and including using standard units, square centimetres and square metres and estimate the area of irregular shapes.

## RE

### Sikhism

To understand what Sikhs believe.

To understand why the Gurus are special in Sikhism.

To know how Sikhs worship in the Gurdwara.

To know how Sikhs show commitment and belonging.

To recognise that Sikh beliefs affect lives and actions.

To find out about a local Sikh community.

### Christmas

To know the themes of Christmas.

To see the themes of Christmas in the birth stories.

To understand how the themes of Christmas are important today.

# Autumn Term Year 5 The Vikings!



## Science

### Material world

To compare and group together everyday materials based on their properties.

To know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.

To use knowledge of solids, liquids and gases to decide how mixtures might be separated.

To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.

To demonstrate that dissolving, mixing and changes of state are reversible changes.

### Looking at Life

To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

To describe the life process of reproduction in some plants and animals.

### Seasonal change

To monitor the outdoor temperature throughout the year.

To observe the changes of the moon.

## Geography

### The Vikings

To locate where the Vikings came from.

To locate where in the UK the Vikings invaded and settled.

To compare and contrast Scandinavia and the UK- why did they leave Scandinavia for the UK?

## Computing

### Google Classroom

To become familiar with Google classroom.

To access work on Google classroom.

To complete work on Google classroom.

To learn how to hand work in online.

### Online Safety

To learn about staying safe online.

To plan a story board for a stop motion online safety animation

To learn the main features of stop motion software.

To use stop motion software to create an animation.

To edit an animation.

To evaluate a stop motion animation.

### Microbit

To tinker.

To programme an animation.

To recognise coding structures.

To create a programme.

## PSHE

### Mental Health and Emotional Wellbeing

To learn about a wide range of emotions and feelings and how these are experienced in the body.

To learn about times of change and how this can make people feel.

To learn about the feelings associated with loss, grief and bereavement.

### Physical Health and wellbeing

To learn that messages given on food adverts can be misleading.

To learn about role models.

To learn about how the media can manipulate images and this may not reflect reality.

## Music

### Living on a Prayer

To describe, compare and evaluate music using musical vocabulary.

To explain why I think music is successful or unsuccessful.

To breathe in the correct place when singing.

To maintain my part whilst others are performing their part.

To improvise within a group using melodic and rhythmic phrases.

To change sounds or organise them differently to change the effect.

To compose music which meets specific criteria.

To choose the most appropriate tempo for a piece of music.

### Classroom Jazz

To describe, compare and evaluate music using musical vocabulary.

To explain why I think music is successful or unsuccessful.

To maintain my part whilst others are performing their part.

To improvise within a group using melodic and rhythmic phrases.

To contrast the work of a famous composer and explain my preferences.

## PE

### Invasion Games

To understand there are different skills for different situations and begin to use these.

To move into space to help a team.

To play in a range of positions and know how to contribute when attacking and defending.

To pass, receive and shoot the ball with some control under pressure.

### Dance

To adapt and refine actions, dynamics and relationships in a dance.

To perform different styles of dance clearly and fluently.

To recognise and comment on dances, showing an understanding of style.

To suggest ways to improve their own and other people's work.

## DT

### Stuffed toys

To make a paper template that is proportional.

To cut neatly and accurately.

To thread a needle.

To use a blanket stitch to join two pieces of fabric.

To use applique to attach pieces of fabric decoration.

### Electronic greeting cards

To know that circuits are made up of different electronic components.

To name key circuit components used to create a functioning circuit.

To know that graphite is a conductor and can be used as part of a circuit.

To design a card with a working circuit with no breaks.

To create the front cover for a greetings card.

To refer to a design to keep the ideas focused.

To make a circuit and integrate it into a greeting card.

## Art

### Art and Design Skills

To know that everything that is made starts with an idea, a drawing, a sketch, a design.

To use my imagination to brainstorm ideas for an invention that has a set purpose.

To develop and communicate my ideas through notes and drawings.

To select one idea and draw this in full, including annotations.

To know that using words to describe an object help visual literacy skills in being able to draw the object.

To use fine control with a pencil to make a detailed and analytical observational drawing.

To add tonal graduation using a 2B pencil.

To use a HB pencil to extend the drawing so that the lines are a continuation of the lines that are already there.

To draw a portrait using the continuous line method.

To use text to add detail to my portrait.

To lay out a simple collage by selecting the most interest elements.

To glue a collage in place when happy with the final composition.

To draw and colour a collage accurately from composition.

To correct any rough edges or gaps in the colouring.

To adjust a drawing in the light of mistakes.

To select an interest section of a drawing to enlarge.

To draw an enlarged version by scaling it to a larger size.

To paint accurately and evenly, painting straight edges and without leaving brush marks or gaps in the painting.

To sketch initial thoughts and ideas based on a given theme.

To use visualisation and imagination to think of an original idea for a picture.

To develop ideas into a successful piece of artwork.

## History

### The Vikings

To draw a timeline with different historical periods showing key historical events

To compare two or more historical periods; explaining things which changed and things which stayed the same.