

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 5 – SUMMER 1



Learn from yesterday, seek today and aim for tomorrow

September 2023

HistoryDriver: Vikings

Key Enquiry: Why did the Vikings win most battles against the Anglo-Saxons?

HistoryDriver

What I need the children to learn	Possible learning experiences
CHRONOLOGY (Stone age to 1066)	
<p><i>To include:</i> <i>Stone age to Iron age</i> <i>Romans</i> <i>Anglo-Saxons</i> <i>Vikings</i></p>	
<p>Can I place events, people and changes of British, local and world history on a timeline using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE).</p> <p>Can I plot on a timeline the Viking age, including where they originated from, and compare this with other significant eras/ages in our history and the history of the world? (British Values link)</p> <p>Do I know how Britain changed between the end of the Roman occupation and 1066? Can I explore and compare how the Vikings came to power, ruled and influenced?</p> <p>Can I understand how the Vikings lived compared with the Anglo-Saxons? Can I learn about the roles of the men, women and children both in daily life and in hierarchical society? How did these gender roles change in times of warfare and what can we learn if we compare this to present times?</p> <p>Do I know who a Hersir was and why they were important?</p> <p>Do I understand the significance of Lindisfarne?</p> <p>Can I understand how the Vikings' system of ruling changed during the time of Edward the Confessor?</p> <p>Key Skills Compare gender roles of the Vikings and Anglo-Saxons in home life and in terms of warfare and compare with the present. Compare the gender roles in times of Viking warfare with those of the Spartan men and women in Ancient Greece. Investigate how the Viking and Anglo-Saxon systems of ruling changed during the time of Edward the Confessor.</p>	<p><i>Plot on a timeline using correct terminology</i> <i>Yorkshire Murton Park 'Viking for the day' visit – covers Viking life, mock battle with Anglo-Saxons and more</i> <i>Writing, debates, role-play, photographs, artefacts</i> <i>Hersir study</i> <i>Lindisfarne</i></p>

<p>Key Vocabulary Thatched, runes, raid, pillage, aristocracy, monk, legion, Pagan</p>	
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Science

Working Scientifically	
<input type="checkbox"/> Set up an investigation when it is appropriate e.g. finding out which materials dissolve or not	<input type="checkbox"/> Able to present information related to scientific enquiries in a range of ways including using IT such as power-point and iMovie
<input type="checkbox"/> Set up a fair test when needed e.g. which surfaces create most friction?	<input type="checkbox"/> Use diagrams, as and when necessary, to support writing
<input type="checkbox"/> Set up an enquiry based investigation e.g. find out what adults / children can do now that they couldn't when a baby	<input type="checkbox"/> Is evaluative when explaining findings from scientific enquiry
<input type="checkbox"/> Know what the variables are in a given enquiry and can isolate each one when investigating e.g. finding out how effective parachutes are when made with different materials	<input type="checkbox"/> Clear about what has been found out from recent enquiry and can relate this to other enquiries, where appropriate
<input type="checkbox"/> Use all measurements as set out in Year 5 mathematics (measurement), including capacity and mass	<input type="checkbox"/> Their explanations set out clearly why something has happened and its possible impact on other things
<input type="checkbox"/> Use other scientific instruments as needed e.g. thermometer, rain gauge, spring scales (for measuring Newtons)	<input type="checkbox"/> Able to give an example of something focused on when supporting a scientific theory e.g. how much easier it is to lift a heavy object using pulleys
<input type="checkbox"/> Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs	<input type="checkbox"/> Keep an on-going record of new scientific words that they have come across for the first time
<input type="checkbox"/> Make predictions based on information gleaned from investigations	<input type="checkbox"/> Able to relate causal relationships when, for example, studying life cycles
<input type="checkbox"/> Create new investigations which take account of what has been learned previously	<input type="checkbox"/> Frequently carry out research when investigating a scientific principle or theory

What I need the children to learn	Possible learning experiences
<p>All living things and their habitats</p>	
<p><i>Life cycles – plants and animals</i> <i>Reproductive processes</i> <i>Famous naturalists</i></p>	
<ul style="list-style-type: none"> • Know the life cycle of different living things e.g. mammal, amphibian, insect and bird • Know the differences between different life cycles • Know the process of reproduction in plants including sexual and asexual reproduction • Know the process of reproduction in animals 	<p>Look at the life cycles within these categories – practically could have butterflies/ tadpoles Progress to understand sexual (male and female plant required) and asexual (one parent plant needed – potatoes, strawberries starfish) reproduction</p>

Animals, including humans	
<i>Changes as humans develop from birth to old age</i>	
<ul style="list-style-type: none"> • Create a timeline to indicate stages of growth in humans 	<p><i>Can they make a timeline of someone in their family – mum, dad, grandparents – use photographs of them to order, look in more detail about the changes – specifically hormones – just talk at this stage about chemicals in the body, older people skin cells, getting older, hair, growth – losing hair</i></p>

Computing

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Using programs</p> <p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><i>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p> <p><i>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</i></p>	<p>Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p>
<p><u>iWeb – Digital Literacy</u></p> <p>To Lesson 1: iShare</p> <ul style="list-style-type: none"> • To understand that the world wide web is one of the services offered on the internet • To know that the world wide web consists of many websites and web pages that can be accessed using the internet <p>Lesson 2: iRemix</p> <ul style="list-style-type: none"> • To understand that many people remix content to work on the world wide web • To know that websites are written in HTML <p>Lesson 3: iHack</p> <ul style="list-style-type: none"> • To know that HTML gives a web page structure • To change a picture on a web page <p>Lesson 4: iDecode</p> <ul style="list-style-type: none"> • To read basic HTML code • To understand how HTML provides structure for web content <p>Lesson 5: iPresent</p> <ul style="list-style-type: none"> • To use research for the creation of a website • To upload an image for insertion into a website 	<p>https://www.icompute-uk.com/members-area/uks2/index.html and select Year 5 and then iWeb unit</p>

Digital Literacy - Knowledge Components

Working Towards

Meeting

Greater Depth

Year 6

Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge
Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...
<ul style="list-style-type: none"> you can use the internet for activities other than web browsing not all information available online is reliable and that it needs to be checked, but I don't always check it search engines give a list of websites based on search terms 	<ul style="list-style-type: none"> find information by navigating round a number of websites using links and buttons check information I find online 	<ul style="list-style-type: none"> search engines help you find things online that the internet is used by lots of different things not all information online is reliable or accurate and I need to check it some software and applications might be better than others for creating content 	<ul style="list-style-type: none"> use search technology to find things out suggest a number of activities you can use the internet for (e.g. online gaming, voice over internet, email etc) cross-check information provided on one website against multiple alternative sources create digital content for specific purposes 	<ul style="list-style-type: none"> people can work together online there are lots of different services that use the connections of the internet to work software and technology can be used together to make digital content 	<ul style="list-style-type: none"> discuss opportunities for communication and collaboration online use a variety of services provided by the internet (e.g. email, gaming, video chat) create content for specific purposes by combining applications and internet services to communicate with an audience (e.g. creating web pages)

Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
Unit 5 – Dancing in the Street	
Listening and Appraise Music (Musicianship)	
<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	
<i>Develop an understanding of the history of music.</i>	
<ul style="list-style-type: none"> Identify 2/4, 3/4, 6/8 and 5/4 metre. Identify the musical style of a song or piece of music. Identify instruments by ear and through a range of media. 	
Singing and Voice	
<ul style="list-style-type: none"> <i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i> 	
<ul style="list-style-type: none"> Sing a second part in a song. Sing expressively, with attention to breathing and phrasing. 	Video with QR qrcode monkey website
<ul style="list-style-type: none"> Notation 	
<ul style="list-style-type: none"> <i>Use and understand staff and other musical notations</i> 	
<ul style="list-style-type: none"> Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated. 	
Playing Instruments	
<ul style="list-style-type: none"> <i>Play and perform in solo and ensemble contexts and playing musical instruments</i> 	

<i>with increasing accuracy, fluency, control and expression</i>	
<ul style="list-style-type: none"> Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, E_b major, C minor and D minor. 	Glockenspiels and bars as a whole class
<ul style="list-style-type: none"> Improvising 	
<ul style="list-style-type: none"> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	
<ul style="list-style-type: none"> Explore improvisation within a major scale, using the notes: C, D, E_b, F, G C, D, E, F, G C, D, E, G, A F, G, A, B_b, C D, E, F, G, A 	
<ul style="list-style-type: none"> Composing 	
<ul style="list-style-type: none"> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	
<ul style="list-style-type: none"> Use full scales in different keys. Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments. E_b, F E_b, F, G E_b, F, G, B_b E_b, F, G, B_b, C Start and end on the note E_b (E_b major) 	Use Charanga with pupil logins to experiment with the notation maker.
<ul style="list-style-type: none"> Performing 	
<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></p>	
<ul style="list-style-type: none"> A student leads part of the rehearsal and part of the performance. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. 	Performance to parents to celebrate unit. Videos to send out on Class Dojo.
<ul style="list-style-type: none"> Vocabulary 	

<ul style="list-style-type: none"> • Rock • Bridge • Backbeat • Amplifier • Chorus • Bridge • Riff • Hook • Improvise • Compose • Appraising • Bossa Nova • Syncopation • Structure • Swing • Tune/head • Note values • Note names • Big bands • Pulse • Rhythm • Solo • Ballad • Verse • Interlude • Tag ending • Strings • Piano • Guitar • Bass • Drums • Melody • Cover • Old-school Hip Hop • Rap • Synthesizer • Deck • Backing loops • Funk • Scratching • Unison • Pitch • Tempo • Dynamics • Timbre • Texture • Soul • Groove • Bass line • Brass section • Harmony, 	
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Design Technology

What I need the children to learn	Possible learning experiences
Designing	
<i>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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i>	
<ul style="list-style-type: none"> • use ideas from other people when designing • produce a plan and explain it • persevere and adapt work when original ideas do not work • communicate ideas in a range of ways, including by sketches and drawings which are annotated 	Split class and ask half to create either a Viking longboat or an Anglo-Saxon ship
Making	

<p><i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p>	Create ships needed using appropriate tools
<ul style="list-style-type: none"> • know which tools to use for a particular task and show knowledge of handling the tool • know which material is likely to give the best outcome • measure accurately 	
Evaluating	
<p><i>investigate and analyse a range of existing products</i></p> <p><i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>understand how key events and individuals in design and technology have helped shape the world</i></p>	Mini battle scene to recreate Vikings vs Saxons What would they do differently next time?
<ul style="list-style-type: none"> • evaluate and suggest improvements for design • evaluate products for both their purpose and appearance • explain how the original design has been improved • present a product in an interesting way 	
Technical Knowledge	
<p><i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p> <p><i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i></p> <p><i>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i></p> <p><i>apply their understanding of computing to program, monitor and control their products.</i></p>	
<ul style="list-style-type: none"> • links scientific knowledge by using lights, switches or buzzers • use electrical systems to enhance the quality of the product • use IT, where appropriate, to add to the quality of the product 	

Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
Athletics	

<i>use running, jumping, throwing and catching in isolation and in combination</i>	
<ul style="list-style-type: none"> • controlled when taking off and landing • throw with increasing accuracy • combine running and jumping 	
Competitive Games	
<i>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</i>	
<ul style="list-style-type: none"> • gain possession by working a team and pass in different ways • choose a specific tactic for defending and attacking • use a number of techniques to pass, dribble and shoot 	
Gymnastics	
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	
<ul style="list-style-type: none"> • make complex extended sequences • combine action, balance and shape • perform consistently to different audiences 	
Dance	
<i>perform dances using a range of movement patterns</i>	
<ul style="list-style-type: none"> • compose own dances in a creative way • perform dance to an accompaniment • dance shows clarity, fluency, accuracy and consistency 	
Outdoor and Adventurous Activity	
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	
<ul style="list-style-type: none"> • follow a map into an unknown location • use clues and a compass to navigate a route • change route to overcome a problem • use new information to change route 	Orienteering, cross-country, obstacle courses, building stamina Links to Real PE 5
Evaluate	
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	
<ul style="list-style-type: none"> • pick up on something a partner does well and also on something that can be improved • know why own performance was better or not as good as their last 	
Real P.E.	
Unit 5 Health and Fitness	
<ul style="list-style-type: none"> • I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. 	
Nigel Carson Sessions	

What I need the children to learn	Possible learning experiences
Relationships	Resource links from: Jigsaw
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends. <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> • Can suggest strategies for building of themselves and others • Can identify when an online community / social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/ social media • Can say how to report unsafe online / social network activity • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks <p>Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p>	<p>Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. They learn about age - limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p> <p>See the link below</p> <p><u>Key vocabulary:</u> Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules.</p>

<https://jigsawlivescemsuk.blob.core.windows.net/umbraco-media/s1slj10y/06-ages-9-10-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

Religious Education:

For this unit there is 10-12 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I

Remember this unit of work runs over both summer 1 and 2 so please be aware of this when planning you lessons.

What I need the children to learn	Possible learning experiences
U2:6	
<p>What does it mean to be a Muslim in Britain today?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1). • Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1). <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1). • Answer the title key question from different perspectives, including their own (C1). 	<ul style="list-style-type: none"> • Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime? • Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (Ummah). Investigate how they are practised by Muslims in Britain today. Consider what beliefs, practices and values are significant in pupils' lives. • Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17, the Prophet's Night Journey. Find out about people who memorise the Qur'an and why (hafiz, hafiza). • Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). • Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims. • Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities,

	such as preparing for prayer, reflect Muslim beliefs.
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Foreign Languages

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Listening</p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i> <i>Appreciate stories, songs, poems and rhymes in the language</i></p> <ul style="list-style-type: none"> Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. 	<p>Language Angels</p> <p>Summer 1 - Olympics Teaching Type: Intermediate Unit Objective: To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb faire. By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> Understand the key facts of the ancient and modern Olympics recounted in French. Learn 10 nouns and articles for common Olympic sports. Explore the full present tense conjugation of the high frequency verb FAIRE. Look at the adjectival changes involved when you describe a male Olympian or female Olympian.
<p style="text-align: center;">Speaking</p> <p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i> <i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i> <i>Present ideas and information orally to a range of audiences</i> <i>Describe people, places, things and actions orally and in writing</i></p> <ul style="list-style-type: none"> Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. 	
<p style="text-align: center;">Reading/ Writing</p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i> <i>Read carefully and show understanding of words, phrases and simple writing</i> <i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i> <i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i> <i>Describe people, places, things and actions in writing</i></p> <ul style="list-style-type: none"> Understand longer passages in French and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt. Write a paragraph using familiar language incorporating connectives/ conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute alternatives (My name, my age, where I live, a pet I have, a pet I don't have and my pet's name). 	
<p style="text-align: center;">Grammar</p> <p><i>Understand basic grammar appropriate to the language being studied, including (where</i></p>	

relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

- Revision of gender and nouns and learn to use and recognise the terminology of articles (define, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (I wear/ he/she wears) and also be able to describe clothes in terms of colour (my blue coat).

Cayton Creation

Rainforest in a shoebox

Cayton Conclusion

Artwork – Henri Rousseau inspired.

English

What I need the children to learn	Possible learning experiences

Cayton Creation

Design my own Viking shield

Cayton Conclusion

Battle as Anglo Saxons Vs Vikings

English

What I need the children to learn	Possible learning experiences

Mathematics

What I need the children to learn	Possible learning experiences

Vikings: KS2 Knowledge Mat

Subject Specific Vocabulary	
archaeologist	People who discover our history by looking at artefacts that have been found.
raids	A sudden armed attack with the aim of causing damage rather than occupying any of the enemy's land.
vicious	To be intentionally harmful or nasty. Vikings warriors were known to be vicious.
longhouse	A large hall-like building where many Viking families would live together.
berserkers	Warriors that went to war wearing wolf or bear skins. They were out of control and charged fearlessly. The word 'berserk' came from it.
longship	The narrow boat used by Vikings to raid along coasts.
Odin	One of the most famous Viking Gods known for wisdom.
Scandinavia	The name given to a collection of countries: Denmark, Norway and Sweden.
Danelaw	The name given to lands in Britain occupied by the Vikings.
misconception	This means mis-understanding. In Viking terms there were many misunderstandings about the Vikings.
Jorvik	The Viking name for the city of York. York now has a famous Viking museum called Jorvik.



Sticky Knowledge about the Vikings

- Not all Vikings were warriors. Many came in peace and become farmers.
- The lands that the Vikings occupied were known as Danelaw.
- No Vikings wore horns in their helmets.
- Vikings spoke Norse, which had an alphabet made up of runes.
- Longships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland.
- Vikings were pagans and often raided monasteries, looting gold.
- The most important Viking British city was York, or Jorvik as it was known by the Vikings.

Exciting Books



Days of the week

The names for most of the days of the week originate from Vikings.

Monday – linked to the moon by the name Mani – Norse for Moon.


Tuesday named after the Viking God of War – Tyr.

Wednesday – named after Odin and known as Woden's Day.

Thursday – named after Thor, the God of thunder.



Year 5: Life Cycles Knowledge Mat

Subject Specific Vocabulary		Interesting Books	Sticky Knowledge about Life Cycles
puberty	Puberty is the name for the time when your body begins to develop and change as you move from childhood to adulthood.		<p><input type="checkbox"/> The years between 6 and 14 - middle childhood and early adolescence - are a time of important developmental advances that establish children's sense of identity.</p> <p><input type="checkbox"/> Many insects have four stages in their life cycle: egg or the unborn stage; larva – young stage; pupa – inactive (no feeding) stage; and adult stage.</p> <p><input type="checkbox"/> In general, the life cycles of plants and animals have three basic stages including a fertilised egg or seed, immature juvenile, and adult. However, some organisms may have more than three life cycle stages, and the exact names of each stage can slightly differ depending on the species.</p> <p><input type="checkbox"/> The early years, especially the first three years of life, are very important for building the baby's brain. A child's brain develops rapidly during the first five years of life, especially the first three years. It is a time of rapid cognitive, linguistic, social, emotional and motor development.</p>
gestation	Gestation, in mammals, is the time between conception and birth, during which the embryo is developing in the uterus.		
classification	This is the grouping together of similar species of plant, animal and other organisms.		
precision	For scientists, precision describes a measurement system, that is, how reliable it is at giving the same result every time it measures the same thing.		
reproduction	Reproduction is the way different plants and animals make new plants and animals. The reproduction system differs in plants and animals.		
teenager	The age between thirteen and nineteen. The 'teen' element gives rise to the word teenager. It is a time that humans mature quite rapidly.	<p>Important facts to know by the end of the life cycles topic:</p> <ul style="list-style-type: none"> • Know the life cycle of different living things, e.g. mammal, amphibian, insect and bird. • Know the differences between different life cycles. • Know the process of reproduction in plants. • Know the process of reproduction in animals. • Create a timeline to indicate stages of growth in humans. 	
obese	Obesity is the condition of being much too heavy for one's height so that one's health is affected. In other words, it means to be too overweight.		
toddler	Is the period that a young child starts to walk and become more independent.		
embryo	Fertilisation happens when an egg cell meets with a sperm cell and joins with it. The fertilised egg divides to form a ball of cells called an embryo.		