

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 5 – SUMMER 1



Learn from yesterday, seek today and aim for tomorrow

September 2024

History Driver: Vikings

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

History Driver

| What I need the children to learn | Possible learning experiences |
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| CHRONOLOGY (Stone age to 1066) | |
| <i>To include:</i> <i>Stone age to Iron age</i> <i>Romans</i> <i>Anglo-Saxons</i> <i>Vikings</i> | |
| <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> |

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

| What I need the children to learn | Possible learning experiences | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|------------|----------|---------|-------------|-----------|---------|------------|-----------|----------------------|-----------|----------|-------|------|-------|-------|----------|--------|-----------|---------|---------|--------|----------|-----------|------------|----------------|---------|-----------|---------|-------------|--|
| Properties of materials | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Properties of materials | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Compare and group together everyday materials based on evidence from comparative and fair tests, including their conductivity of heat Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating <p><u>Scientific Enquiry</u></p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Using test results to make predictions to set up further comparative and fair tests | <p><u>Learning Intentions (to be stuck in books)</u></p> <ul style="list-style-type: none"> Exploring properties of materials Explore thermal conductors and thermal insulators Explore the hardness of materials Discover materials that become soluble in water Investigate the solubility of materials Explore how mixtures could be separated by filtering, sieving, evaporating or magnets <p><u>Keywords</u></p> <table border="0"> <tr> <td>Conductive</td> <td>magnetic</td> </tr> <tr> <td>Durable</td> <td>transparent</td> </tr> <tr> <td>Versatile</td> <td>thermal</td> </tr> <tr> <td>Conduction</td> <td>molecules</td> </tr> <tr> <td>degrees Celsius (°C)</td> <td>insulator</td> </tr> <tr> <td>hardness</td> <td>force</td> </tr> <tr> <td>iron</td> <td>steel</td> </tr> <tr> <td>stone</td> <td>dissolve</td> </tr> <tr> <td>solute</td> <td>insoluble</td> </tr> <tr> <td>soluble</td> <td>solvent</td> </tr> <tr> <td>solute</td> <td>solution</td> </tr> <tr> <td>substance</td> <td>saturation</td> </tr> <tr> <td>pure substance</td> <td>mixture</td> </tr> <tr> <td>filtering</td> <td>sieving</td> </tr> <tr> <td>evaporation</td> <td></td> </tr> </table> | Conductive | magnetic | Durable | transparent | Versatile | thermal | Conduction | molecules | degrees Celsius (°C) | insulator | hardness | force | iron | steel | stone | dissolve | solute | insoluble | soluble | solvent | solute | solution | substance | saturation | pure substance | mixture | filtering | sieving | evaporation | |
| Conductive | magnetic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Durable | transparent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Versatile | thermal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Conduction | molecules | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| degrees Celsius (°C) | insulator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| hardness | force | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| iron | steel | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| stone | dissolve | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| solute | insoluble | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| soluble | solvent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| solute | solution | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| substance | saturation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| pure substance | mixture | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| filtering | sieving | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| evaporation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Computing

| What I need the children to learn | Possible learning experiences |
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| Creating media – Introduction to vector graphics | |

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| <p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p>Computing</p> <ul style="list-style-type: none"> • <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>Please use the learning objectives from the Teach Computing website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p> <p>In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</p> |
| <p>To identify that drawing tools can be used to produce different outcomes</p> <ul style="list-style-type: none"> • I can recognise that vector drawings are made using shapes • I can experiment with the shape and line tools • I can discuss how vector drawings are different from paper-based drawings | <p>vector, drawing tools, object, toolbar, vector drawing, move, resize, colour, rotate, duplicate/copy, zoom, select, align, modify, layers, order, copy, paste, group, ungroup, reuse, reflection</p> |
| <p>To create a vector drawing by combining shapes</p> <ul style="list-style-type: none"> • I can identify the shapes used to make a vector drawing • I can explain that each element added to a vector drawing is an object • I can move, resize, and rotate objects I have duplicated | |
| <p>To use tools to achieve a desired effect</p> <ul style="list-style-type: none"> • I can use the zoom tool to help me add detail to my drawings • I can explain how alignment grids and resize handles can be used to improve consistency • I can modify objects to create a new image | |
| <p>To recognise that vector drawings consist of layers</p> <ul style="list-style-type: none"> • I can identify that each added object creates a new layer in the drawing • I can change the order of layers in a vector drawing • I can use layering to create an image | |
| <p>To group objects to make them easier to work with</p> <ul style="list-style-type: none"> • I can copy part of a drawing by duplicating several objects • I can recognise when I need to group and ungroup objects • I can reuse a group of objects to further develop my vector drawing | |
| <p>To apply what I have learned about vector drawings</p> <ul style="list-style-type: none"> • I can create a vector drawing for a specific purpose • I can reflect on the skills I have used and why I have used them • I can compare vector drawings to freehand paint drawings | |

Music

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

| What I need the children to learn | Possible learning experiences |
|--|-------------------------------|
| Unit 5 – Freedom to Improvise | |
| 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> | |

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| <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 |
| 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 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 |
| 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 | |
| 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. |
| 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> | |

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| <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. | <p>Performance to parents to celebrate unit. Videos to send out on Class Dojo.</p> |
| <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, | |

Design Technology

| What I need the children to learn | Possible learning experiences |
|--|---|
| <p align="center">Designing</p> | |
| <p><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></p> | |
| <ul style="list-style-type: none"> • use ideas from other people when designing • produce a plan and explain it | <p>Split class and ask half to create either a Viking longboat or an Anglo-Saxon ship</p> |

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| <ul style="list-style-type: none"> 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 | |
| Making | |
| <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> <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> | 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 | |
| <i>investigate and analyse a range of existing products</i> <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> <i>understand how key events and individuals in design and technology have helped shape the world</i> | 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 | |
| <i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i> <i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i> <i>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i> <i>apply their understanding of computing to program, monitor and control their products.</i> | |
| <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 | Unit 5 Applying Physical |
| <ul style="list-style-type: none"> • I can self select and perform appropriate warm up and cool down activities. I ca | I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. |

| <p>identify possible dangers when planning an activity.</p> | <p>Dynamic Balance to Agility Jumping and Landing I can achieve good take off and height. I can land with balance and control. I can land softly and quietly.</p> <p>Static Balance One Leg I can balance with minimum wobble (control). I can balance and move with smooth, controlled movements. I can balance with non-standing foot off the floor. Sum 1</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-------------------|--------------------|-----------------------------|-----------|---------|---------|---------------|-------------------|-----|--------------------|-----------------------------|-----------|---------------|-------------------|-----|--------------------|-----------------------------|-----------|----------------|-----------|-------------------|--------|---------|-----------|------------------|-----------|-------------------|--------|---------|-----------|-----------------|------------|-------------------|--------|---------|-----------|---------------|------------|-------------------|--------|---------|-----------|
| Nigel Carson Sessions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Age Group</th> <th>Block 2</th> <th>Block 3</th> <th>Block 4</th> <th>Block 5</th> <th>Block 6</th> </tr> </thead> <tbody> <tr> <td>Monday Year 1</td> <td>Ball Skills Hands</td> <td>SAQ</td> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> <td>Athletics</td> </tr> <tr> <td>Monday Year 2</td> <td>Ball Skills Hands</td> <td>SAQ</td> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> <td>Athletics</td> </tr> <tr> <td>Tuesday Year 3</td> <td>Benchball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Wednesday Year 4</td> <td>Benchball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Thursday Year 5</td> <td>Basketball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Friday Year 6</td> <td>Basketball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> </tbody> </table> | Age Group | Block 2 | Block 3 | Block 4 | Block 5 | Block 6 | Monday Year 1 | Ball Skills Hands | SAQ | Net and Wall Games | Striking and Fielding Games | Athletics | Monday Year 2 | Ball Skills Hands | SAQ | Net and Wall Games | Striking and Fielding Games | Athletics | Tuesday Year 3 | Benchball | SAQ and Dodgeball | Tennis | Cricket | Athletics | Wednesday Year 4 | Benchball | SAQ and Dodgeball | Tennis | Cricket | Athletics | Thursday Year 5 | Basketball | SAQ and Dodgeball | Tennis | Cricket | Athletics | Friday Year 6 | Basketball | SAQ and Dodgeball | Tennis | Cricket | Athletics |
| Age Group | Block 2 | Block 3 | Block 4 | Block 5 | Block 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Monday Year 1 | Ball Skills Hands | SAQ | Net and Wall Games | Striking and Fielding Games | Athletics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Monday Year 2 | Ball Skills Hands | SAQ | Net and Wall Games | Striking and Fielding Games | Athletics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tuesday Year 3 | Benchball | SAQ and Dodgeball | Tennis | Cricket | Athletics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Wednesday Year 4 | Benchball | SAQ and Dodgeball | Tennis | Cricket | Athletics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Thursday Year 5 | Basketball | SAQ and Dodgeball | Tennis | Cricket | Athletics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Friday Year 6 | Basketball | SAQ and Dodgeball | Tennis | Cricket | Athletics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

PSHE

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| 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 | <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> |

- Can suggest ways to monitor and reduce screen time
- Can suggest strategies for managing unhelpful pressures online or in social networks

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).

Key vocabulary:
 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, SMART rules.

<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 |
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| 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). | <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); |

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| <ul style="list-style-type: none"> • 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). | <p>Surah 17, the Prophet’s Night Journey. Find out about people who memorise the Qur’an and why (hafiz, hafiza).</p> <ul style="list-style-type: none"> • 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 |
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| <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> | <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"> • 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. | <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></p> | |

*Read carefully and show understanding of words, phrases and simple writing
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
Describe people, places, things and actions in writing*

- 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).

Grammar

Understand basic grammar appropriate to the language being studied, including (where 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 conjunction (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 |
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| | |

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 |
|---|---|
| Whole Class Reading | |
| <i>Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.</i> | Viking Poetry Beowulf (WCR) Narrative writing on Viking gods Lindisfarne newspaper |
| <ul style="list-style-type: none">• Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues?• Can I apply my growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*?• Can I read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word?• At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.• Can I prove that the book makes sense and discuss my understanding and meaning of words in context?• Can I read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types? | |

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| <ul style="list-style-type: none"> • Can I participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously? • Can I identify main ideas drawn from more than one paragraph and to summarise these? • Can I recommend texts to peers based on personal choice? • Can I discuss vocabulary used by the author to create effect including figurative language? • Can I evaluate the use of authors' language and explain how it has created an impact on the reader? Can I draw inferences from characters' feelings, thoughts and motives? • Can I make predictions based on details stated and implied, justifying them in detail with evidence from the text? • Can I continually show an awareness of audience when reading out loud using intonation, tone, volume and action? • Can I use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts? | |
| Text and Composition | |
| <i>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</i> | |
| <ul style="list-style-type: none"> • Can I plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own? • Can I consider, when planning narratives, how authors have developed characters and settings in what I have read, listened to or seen performed? • Can I proofread work to précis longer passages by removing unnecessary repetition or irrelevant details? • Can I consistently link ideas across paragraphs? • Can I proof-read my work to assess the effectiveness of my own and others' writing and to make necessary corrections and improvements? • Can I consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes? • Can I describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace? • Can I regularly use dialogue to convey a character and to advance the action? • Can I perform my own compositions confidently using appropriate intonation, volume and movement so that meaning is clear? | |
| Grammar | |
| <i>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</i> | |
| <ul style="list-style-type: none"> • Can I use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc? • Can I ensure the consistent and correct use of tense throughout all pieces of writing? • Can I use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly)? | |

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| <ul style="list-style-type: none"> • Can I use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scribble, who was a famous inventor, had made a new discovery? • Can I use commas consistently to clarify meaning or to avoid ambiguity? • Can I use brackets, dashes or commas to indicate parenthesis? • Can I recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity? | |
| Spellings and handwriting | |
| <p><i>Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.</i></p> <p><i>Understanding the history of words and relationships between them can also help with spelling.</i></p> | |
| <ul style="list-style-type: none"> • Can I spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious)? • Can I spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious)? • Can I spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight)? • Can I spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough)? • Can I spell many of the Y5 and Y6 statutory spelling words correctly? • Can I convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate)? • Can I convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise)? • Can I convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify)? • Can I convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten)? • Can I spell complex homophones and near-homophones, including who's/whose and stationary/stationery? • Can I use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary? | |

Mathematics

| What I need the children to learn | Possible learning experiences |
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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. | | |