

Year 5 Autumn

History - "Anglo-Saxons and Vikings"
Where did they come from and were they really vicious and ferocious?

English

Create and plan writing by...

Thinking about the audience and purpose.

Making notes and then develop initial ideas - prewrite

Using ideas from how other authors have developed their characters and settings.

Create a first draft by ...

Selecting grammar and vocabulary to enhance own work.

Précising a passage to create a sentence with the same meaning.

Using details across texts to help link paragraphs together into a full text.

Using headings and bullet points to structure writing.

Evaluate and edit own writing by...

Further describing and develop settings, characters and the narrative atmosphere.

Comparing texts with the work of others' and exploring whether own writing is the high quality expected.

Proposing changes to vocabulary, sentence structure, grammar and punctuation.

Grammar and Spelling

Use further prefixes and suffixes and understand the guidance for adding them

Spell some words with 'silent' letters [for example, knight, psalm, solemn]

Continue to distinguish between homophones and other words which are often confused

Use parenthesis (brackets, dashes, commas) to add extra descriptive information to a sentence. For example, Guntha - a **brave boy** - helped his father fight the evil Viking warrior.

Expanded noun phrases to add extra detail – the **wild, wavy waters** rocked the Viking ship as it sailed into the unknown.

Recognise synonyms and antonyms.

Link ideas across work by using a range of devices and know how to organise information effectively to ensure clarity.

Structure work with appropriate headings, sub-headings, columns, bullets, or tables.

Use relative pronouns and clauses. For example, Olaf, **who was a fierce Viking**, took pity on Guntha's family.

Use apostrophes for possession and contraction - **can't, cat's eye**

Use bullet points accurately when constructing a list.

Reading – "Today a reader, tomorrow a leader!" Margaret Fuller



Retrieve

Secure use of skimming, scanning and text-marking/highlighting to retrieve information.

Infer

Continue to infer meaning using evidence from the text and wider experiences.

Choice/Authorial Intent

Identify unknown **words** and seek out their meaning using context clues, discussion and dictionaries.

Describe, with examples, how the author has chosen a **range of vocabulary** to convey different messages, moods, feelings and attitudes.

Identify and evaluate the author's use of expressive, figurative and descriptive **word choice** to create effect.

Comment on the genre-specific **language features** the author has used to convey information in a non-fiction text.

Perform

Prepare and perform poems and plays, using intonation, tone, volume and action

Review and Discuss

Participate in discussion about books they have read and have heard read.

Discuss understanding of what they have read, including through formal presentations and debates, Provide reasoned justification for views.

Decode

Use existing knowledge of a range of **different** words to help with reading aloud and understanding the meaning of new words.

Is aware that some words sound different to how they are spelt.

P.S.H.E.

Health and Wellbeing

Recognise how to make informed decisions about health and the elements of a balanced healthy lifestyle.

Recognise choices that support a healthy lifestyle.

Recognise what good physical health means and what constitutes a healthy diet.

Recognise how exercise benefits mental and physical health.

Recognise the benefits of the internet and the importance of balancing time online with other activities.

RE

Ourselves - During the first half-term will ask who we are and what are our talents and skills.

Hope and loving - As we build up to Advent, we will examine how we wait in hope and wait patiently with love in our hearts.

Mathematics – White Rose

Place Value

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. Read Roman numerals to 1 000 (M) and recognise years written in Roman numerals. Round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve number problems and practical problems that involve all of the above

Addition and Subtraction, Multiply and Divide

Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

Identify common factors, common multiples and prime numbers.

Use their knowledge of the order of operations to carry out calculations involving the four operations.

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

Weekly times tables tests will also take place each Monday

Speaking and Listening

Listen and respond appropriately to adults and peers.
Ask relevant questions to extend their understanding and knowledge .

Use relevant strategies to build their vocabulary
Articulate and justify answers, arguments and opinions.
Give well-structured descriptions and explanations
Maintain attention and participate actively in collaborative conversations.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English .

Participate in discussions, presentations, performances and debates.

Gain, maintain and monitor the interest of the listener(s) .

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate registers for effective communication.

Science

Working Scientifically

Plan enquiries, including recognising variables.

Use appropriate techniques during investigations. -

Take measurements, using a range of scientific equipment, with increasing accuracy and precision. -

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. -

Report findings from enquiries, including oral and written explanations of results. -

Present findings in written form, displays and other presentations.

Animals and Humans

A child will be able to recognise stages in the growth and development of animals. They will be able to compare the gestation periods of animals and humans.

A child will be able to order/draw a timeline to indicate/ stages in the growth and development of humans;

describing the differences in capabilities of newly born humans and other animals They will be able to understand the changes that occur at puberty.

understand the changes that occur at puberty.

Living things -describe the differences in the life

cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some

plants and animals.

History *The Anglo- Saxons and Vikings: Fierce, vicious warriors or farmers and settlers?*

Chronological understanding

Can use dates and historical terms more accurately in describing events.

Can place features of historical events and people from past societies and periods in a chronological framework.

Can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.

Knowledge and understanding of past events, people and changes in the past

Know that Anglo-Saxon contributions to language, place names, defense and literature changed the social and cultural landscape of England.

Know that the Anglo-Saxon settlements differed from Roman settlements in England in that they were made up of small agricultural settlements rather than walled cities.

Know that the effectiveness of Anglo-Saxon society depended on discrete skills of its members.

Know that Anglo-Saxon artefacts and sites are an important source of knowledge and have contributed to historical enquiry. The Sutton Hoo burial site holds important information about Anglo-Saxon life.

Know that the Vikings came from the modern Scandinavian countries of Denmark, Norway, and Sweden.

Know that they travelled in boats called longships and first arrived in Britain around AD 787.

Know that the Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793).

Know that they were looking for valuable goods like gold and jewels, imported foods and other useful materials.

Know that the Vikings also wanted to claim land and tried to take over much of Britain.

Know that they invaded and settled in Scotland before heading south to places such as York and by AD 878 the Vikings had settled permanently in Britain.

Historical interpretation

Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.

Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.

Historical enquiry

Identifies and uses different sources of information and artefacts.

Evaluates the usefulness and accurateness of different sources of evidence.

Computing

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Music

Performing

Sing or play from memory with confidence, expression and in tune and perform alone and in a group, displaying a variety of techniques.

Take turns to lead a group and hold a part in a round.

Confidently sing or play solo and maintain own part with an awareness of what others are playing or singing.

Sing a harmony part confidently and accurately.

Knowledge and Understanding

Know and use standard musical notation to both perform and record my music.

Use musical vocabulary to help me understand how best to combine musical elements. I can quickly read notes and know how many beats they represent.

Understand the different cultural meanings and purposes of music, including contemporary cultural

Use different venues and occasions to vary my performances.

MFL

Listen attentively to spoken language and show understanding by joining in and responding.

Explore the patterns and sounds of language through songs and rhymes linking to spelling and meaning.

Engage in conversation; ask and answer questions; express opinion and respond to those of others.

PE

Supported by Mr Davis, the children will continue to play games competitively, work on ball skills, build up their fitness levels and develop their strength, stamina and flexibility, whilst enhancing their mental health by being active in the fresh air as much as possible.