



# Curriculum Half Termly Overview

Vicious Vikings

Year group - 5

Term - Autumn 1



**Wow moment:**

Viking experience day in school  
Tony Bradman Zoom meeting

English text types			SPAG		
<p><b>Core Text:</b> Viking Boy - Tony Bradman Each week we are going to use Vipers to study each chapter of the text. V-new vocabulary. I-inference skills. P-make sensible predictions based on the text. E-explain. R-retrieve information in order to answer questions. S-summarise each chapter. <b>Week 1/2:</b> We will then focus on non-fiction and how to write a persuasive text. The children will use our work in History to write a persuasive text based on, 'Why a Viking God is the most important.' <b>Week 3:</b> We will start by looking at our new story, 'How Odin created the World'. The children will learn the story by drawing story maps, retelling it and acting it out. We will look at the different features of a journey story and understand what makes a good setting. <b>Week 4:</b> We will then innovate the story make additions to 'Mystical Forest' and write our own versions. <b>Week 5/6:</b> The children will write their own meeting story based on all the work we have done and by using the films, 'Saga of Bjorn' and 'A Viking Village'.</p>			<ul style="list-style-type: none"> <li>Use relative clauses with/without a relative pronoun.</li> <li>Selects words for effect to support purpose and engage readers' interest. Begin to build paragraphs around a topic sentence.</li> <li>Demonstrate a growing awareness of audience and purpose.</li> <li>Begin to develop characters and settings through selection of effective vocabulary.</li> <li>Summarise a paragraph.</li> <li>Considers the impact and effect of vocabulary and grammar choices when re-reading own and others' writing.</li> <li>Use a thesaurus.</li> <li>Spell words containing the letter-string ough.</li> <li>Year 5 CEW.</li> <li>Handwriting.</li> </ul>		
Maths		Tables and Mental Maths		MFL	
<p><b>Week 1-3:</b> Number: Place value.</p> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</li> <li>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</li> <li>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</li> <li>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 .</li> <li>Solve number problems and practical problems that involve all of the above.</li> <li>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul> <p><b>Week 4-5:</b> Number: Addition and Subtraction.</p> <ul style="list-style-type: none"> <li>Add and subtract whole numbers with more than 4 digits, including using formal written methods.</li> <li>Add and subtract numbers mentally with increasingly large numbers.</li> <li>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <p><b>Week 6:</b> Number: Multiplication and Division.</p> <ul style="list-style-type: none"> <li>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> </ul>		<p>The children should be able to recall multiplication and division facts for multiplication tables up to 12 x 12.</p>		<p>In this unit the children will learn how to: Introduce the third set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are: GA, GE, GI, GO AND GU. Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish. Tell somebody in Spanish if they have or do not have a pet. Ask somebody else in Spanish if they have a pet. Tell somebody in Spanish the name of their pet. Attempt to create a longer phrase using the connectives Y ("and") or PERO ("but").</p>	
Science		Computing		PSHE	
<p>The children will learn about a variety of forces including gravity, air resistance, water resistance and friction. They will explore how simple mechanisms can be used to make work easier. They will observe and explain how gravity causes an unsupported object to fall towards the Earth. They will research the relative effects of the gravitational pull on other planets. Children will carry out a range of activities to identify the effects of friction, air resistance, and water resistance and will consider ways of reducing water resistance through streamlining.</p> <p>Working scientifically, children will find out how to measure using force meters and will have used this knowledge to investigate which shoes have the best grip and which shoes are most slippery. They will use their results to form conclusions about which shoes create the most friction. They will plan how to carry out a fair test on a paper spinner and will investigate which sails use air resistance most effectively. Children will also investigate different shaped hulls on boats and will measure the force needed to lift weights using a simple lever.</p> <p>This unit builds on the work children did in Year 3 Magnets and Forces.</p>		<p>The children will develop their understanding of computer systems and how information is transferred between systems and devices. They will consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. The children will discover how information is found on the World Wide Web, by learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.</p>		<p>The children will think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and it's impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.</p>	
				RE	
				<p>The children will explore the religion of Judaism while asking and responding to key questions about their own and others' beliefs. They will look at the story of Moses and his importance to the Jewish people. The children will look at the various stories including the burning bush and the plague and their significance to the Jewish religion. They will look at the Torah and the Ten Commandments as given to Moses. The children will make links to being a good leader and Moses leading the people. They will make links to leaders in their lives and religions of their own.</p>	
Geography		History		PE	
		<p>The focus is on the skill of handling historical interpretations via an overview study of the Vikings and the use of primary sources to support inference. It is important to be clear that all the things that we watch, read and listen to about the past are all interpretations. These are produced at different times and it is the time and purpose of the writing that influences the way the past is represented in the interpretation.</p>		<p>The children will attend weekly swimming lessons.</p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul> <p>The children will also perform dances using a range of movement patterns, compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
Art		D&T		Music	
<p>The children will explore different ways of creating self-portraits using photographs and a range of mixed media. They will have the opportunity to create an atmosphere, try different compositions, use more or less of the photo, explore the effect of colour and communicate something about themselves.</p>		<p>The children will work with Chef Sarah to research Viking cooking methods and make food from traditional Viking recipes.</p>		<p>This unit of work celebrates a wide range of musical styles. The children will cover each key area; Listening, Singing, Playing Composing and Performing. They will begin to learn a new brass instrument.</p>	