

# Curriculum Half Termly Overview



Traders and Raiders

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.</p> <p><b>Week 1/2:</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 what makes a good setting.  <b>Week 3:</b> We will then innovate the story and make additions to 'Mystical Forest' and write our own versions.  <b>Week 4:</b> The children will write their own meeting story based on all of the work we have done and by using the films, 'Saga of Bjorn' and 'A Viking Village'.  <b>Week 5/6:</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.'</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>	The children should be able to recall multiplication and division facts for multiplication tables up to 12 x 12.	This half term, we will look at the questions-How old are you? The children will learn new vocabulary including; ¿cuántos años tienes? - How old are you? ¿y tú? - and you? tengo... años - I am..... years mi cumpleaños - my birthday. Then, they will write some sentences about themselves.
Science	Computing	PSHE
The children will describe the movement of Earth, and other planets, relative to the Sun in our Solar System. They will describe the movement of the Moon relative to Earth and describe the Sun, Earth and the Moon as approximately spherical bodies. The children will use the idea of Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. They will also have the opportunity to find out about how ideas about the solar system have developed and changed over time. While working Scientifically, the children will have the opportunity to plan an enquiry using a shadow stick and look at changes over time. They will take accurate measurements of the shadows formed, decide how to record them and present their findings.	The children will be able to explain what a search engine is, suggesting several search engines to use and explain how to use them to find websites and information. They will suggest that things online aren't always true and recognise what to check for. The children will explain why keywords are important and what TASK stands for, using these strategies to search effectively. They will recognise the terms 'copyright' and 'fair use' and combine text and images in a poster. The children will make parallels between book searching and internet searching, explaining the role of web crawlers and recognising that results are rated to decide rank.	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.
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		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.
Geography	History	PE
NA	The focus is upon the skill of handling historical interpretations via an overview study of the Vikings and 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.	The children will attend weekly swimming lessons. <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> The children will also work with a Dance coach. <ul style="list-style-type: none"> <li>Perform dances using a range of movement patterns.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
Art	D&T	Music
NA	The children will work with Chef Sarah to research Viking cooking methods and make food from traditional Viking recipes.  The children will also research aspects of Viking times and design replica shields and jewellery. They will also collectively make a Viking village using their knowledge of structures to build a shell frame then add the cladding.	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.