


## Curriculum Information – Skylarks and Eagles

Term: Spring Term 3

Class/Year Group: Five

<b>Inspiration/Theme:</b> History: How are the Vikings relevant today?	<b>Curriculum Driver:</b> Understanding our World	<b>Outcome of learning:</b> <ul style="list-style-type: none"> <li>Publishing Viking writing and sharing the writing with another year group</li> <li>Inviting parents in to look at all areas of our Viking learning</li> </ul>	
<b>Core texts/artefact/film</b>	<b>Provocation - Inspire, Immerse</b>	<b>Display outcomes</b>	<b>Topic specific speaking frames</b>
Class reader: Beowulf  Viking artefacts  Viking legend extracts  Viking longboat/catapults  Viking sculpture examples  	<u><b>Hook/Super Starter</b></u> <ul style="list-style-type: none"> <li>Creating Viking sculptures</li> </ul> <u><b>Trips/Visitors/Marvellous Middle</b></u> <ul style="list-style-type: none"> <li>Visit from Oxenwood – Viking experience day</li> </ul> <u><b>Celebration/Fabulous Finish</b></u> <ul style="list-style-type: none"> <li>Sharing Viking writing with another Year group/Viking fabulous finish for parents</li> </ul>	<u><b>Viking topic table</b></u> <ul style="list-style-type: none"> <li>Viking ship</li> <li>Key vocabulary</li> <li>Map of Viking lands and the UK</li> <li>Timeline displayed around the room</li> </ul> <u><b>Learning outcomes:</b></u> <ul style="list-style-type: none"> <li>Viking poetry</li> <li>Viking images</li> <li>Viking information texts</li> <li>Viking sculptures</li> </ul>	Tight focus on History: <ul style="list-style-type: none"> <li>Because...and...are similar, I predict that...will happen</li> <li>Taking everything into account...</li> <li>Having analysed the evidence, I believe...</li> <li>The facts have led me to the conclusions...</li> <li>It is my understanding that...</li> <li>In some ways...and...are similar. For example...</li> </ul>
<b>Topic Table</b>	<b>Role play</b>	<b>Maths Challenge table</b>	<b>Home School Links</b>
<u><b>Key questions</b></u> <ul style="list-style-type: none"> <li>What event could not have happened if...?</li> <li>What might it feel like to be a Viking?</li> <li>If...happened, what might have been the conclusion?</li> </ul> <u><b>Key images/artefacts</b></u> <ul style="list-style-type: none"> <li>Viking weaponry</li> <li>Viking ships</li> <li>Viking helmets</li> <li>Viking bracelets</li> </ul> <u><b>Key vocabulary</b></u> <ul style="list-style-type: none"> <li>Volcano, eruption, raid, resistance, invasion, plunder, succession, sovereign, trade, reliability, evidence, account</li> </ul>	<u><b>Key questions</b></u> <ul style="list-style-type: none"> <li>What event could not have happened if?</li> <li>What might it feel like to be a Viking?</li> <li>If...happened, what might have been the conclusion?</li> </ul> <u><b>Key images/artefacts</b></u> <ul style="list-style-type: none"> <li>Viking houses</li> <li>Viking arrows</li> <li>Viking shields</li> </ul> <u><b>Key vocabulary</b></u> <ul style="list-style-type: none"> <li>Retreat, scream, ransack, cake, raid</li> </ul>	<u><b>Key questions</b></u> <ul style="list-style-type: none"> <li>Convince me that the most popular...are?</li> <li>How do you know?</li> <li>Looking at the table, which...is least popular?</li> <li>What patterns do you notice from the data?</li> <li>Does any of the data surprise you?</li> </ul> <u><b>Key vocabulary</b></u> <ul style="list-style-type: none"> <li>Popular, least, increase, decrease, patterns, data, half, quarter, third, equal, share, parts</li> </ul>	<u><b>Weekly Home Learning:</b></u> Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.  Practise reading and spelling the key vocabulary that they will be using this term (Do they know what these words mean?). This will help you with your writing.  Sustain reading a book for at least 15 minutes every day. Please discuss your child's book with them, hearing them read regularly and using the reading record to reflect on their reading.  This term continue to support your children with the curriculum spellings which are sent home on Friday in their homework books. Also support the children towards working on their current 'maths in a flash' level and focus on speed and accuracy.

English	Maths	Science	PE
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will publish a prequel to 'Way Home'</li> <li>Children will create Newspaper Reports</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify features of an information text</li> <li>Use conjunctions appropriately</li> <li>Understand and use sub-headings</li> <li>Use a variety of clause structures</li> <li>Identify poetic language</li> <li>Use personification, metaphor and simile as poetic devices</li> <li>Plan, proof-read and edit writing</li> <li>Publish writing for a purpose</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Solve problems involving multiple operations</li> <li>Read and interpret line graphs and tables</li> <li>Begin to explore fractions</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Use bar models to represent information</li> <li>Read and respond to information presented in tables and line graphs (single and multiple lines)</li> <li>Take information from tables and turn into a line graph</li> <li>Determine relationships between data sets</li> <li>Find equivalent fractions</li> <li>Compare and order fractions</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will separate solids and liquids using magnetism, filtration and dissolution</li> <li>Children will plan and carry out their own fair test about volcanic eruptions</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Explain how solids and liquids can be separated</li> <li>Control variables</li> <li>Evaluate scientific evidence</li> <li>Draw conclusions on practical enquiry</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Apply skills to play Basketball and Hockey</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Apply dribbling skills</li> <li>Use a variety of passes</li> <li>Evaluate own performance and that of others</li> </ul>
Art	PSHE and RE	Music	History
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will create a wire sculpture</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Experiment with line in sketchbooks</li> <li>Manipulate wire into different lines</li> <li>Use the work of an artist for inspiration</li> <li>Ask and answer questions about the work of others</li> <li>Create a mood board to experiment with ideas</li> <li>Evaluate own artwork</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn about common responses to difficult changes, including bereavement</li> <li>Children will learn about dealing with emergencies</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understand common responses to difficult changes</li> <li>Consider what it feels like to lose someone close to us</li> <li>Reflect on and celebrate the lives of those who have passed away</li> <li>Recognise emergencies and strategies to deal with emergencies</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn songs about the Vikings</li> <li>Children will accompany their singing using percussion instruments</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Performing together as a group</li> <li>Listening to self and others</li> <li>Develop skills to keep a part rhythmically</li> <li>Learning songs to perform</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will locate time periods on a timeline</li> <li>Children will understand how the Vikings came to Britain</li> <li>Children will interpret Viking laws and compare these with current laws through drama</li> <li>Children will explore Viking myths</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Order events chronologically</li> <li>Compare and contrast current laws with Viking laws</li> <li>Evaluate evidence</li> <li>Justify reasons with evidence</li> <li>Look at the difference between primary and secondary sources of evidence</li> </ul>
DT	Computing	Geography	MFL
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will join materials together to create their own Viking long boat</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify joining materials</li> <li>Use and apply historical research</li> <li>Identify tools and equipment to select</li> <li>Test and evaluate existing products</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn to use technology safely, respectfully and responsibly and identify a range of ways to report concerns about content and contact</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will understand the differences between Scandinavia and the UK</li> <li>Children will be able to describe the process leading to a volcanic eruption</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences between the UK and a European region</li> <li>Recognise and understand the physical aspects of volcanoes</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>The children will be continuing to learn basic phrases and questions in French and learn about some French traditions</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Talk confidently using new vocabulary</li> <li>Describe pets, hobbies and personal details</li> <li>Listen and respond</li> <li>Begin to read and write familiar phrases</li> </ul>