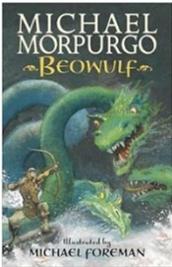


## Curriculum Information

Term: Autumn Term 2

Class/Year Group: Year 5 and Year 5/6 Wingfield

Inspiration/Theme: Vikings –villains or victors?	Curriculum Driver: History	Outcome of learning: A deep understanding of Anglo-Saxon Britain and the Viking invasions. Re-enact Battle of Edington and perform poems to other year group.	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
<p>Beowulf by Michael Morpurgo</p>  <p>Drawing inferences, justifying evidence, making predictions, retrieve, record and present information from non-fiction. Identify and discuss themes across a range of writing.</p>	<p><u>Hook</u> Viking immersion</p> <p><u>Trips/Visitors/Marvellous Middle</u> Edington trip with all Mead sites to re-enact Viking Battle of Edington</p> <p><u>Celebration/Fabulous Finish</u> Christmas celebration- Civic Centre Sharing of learning with parents</p>	<p><u>Viking display</u> – display of published invasion poems displayed on a timeline of an event.</p> <p>Display of kennings from the Viking battle at Edington, backed up with artwork/freeze framing of major elements throughout the battle.</p>	<p>The language of hypothesis: Because I know that ....., I know that..... Due to the fact that.....I know that.....will happen Maybe it's because .....</p> <p>The language of describing: It appears to be.....because..... It seems to be like.....because..... I think it looks like.....because..... It reminds me of.....because.....</p>
Topic Table	Book corner	Maths Challenge table	Home Learning
<p><u>Key questions</u> Where did the Vikings come from? Where did the Vikings go? How would you feel travelling across the sea in a longship? Who won? Who was right and who was wrong? Who does England <i>belong</i> to?</p> <p><u>Key images/artefacts</u> Viking houses, maps, place names linked to Vikings.</p> <p><u>Key vocabulary</u> Britain, Scandinavia, Viking, Saxon, Normans, longship, Danelaw, raids, settlements, Pagan, Christianity, invasion, settlement, conflict, myth, legend, recount, kennings, conquer.</p> <p><u>Science Table</u> Displacement of water</p>	<p><u>Key questions</u> What country are you coming from? What sea will you be crossing? What direction are you travelling in?</p> <p><u>Key images/artefacts</u> Maps, boats, shields, swords, Grendel</p> <p><u>Key vocabulary</u> Invasion, direction, north/south/east/west,</p> <p><u>Opportunities for active learning</u> How many soldiers needed in your army? Distances to be travelled on foot.</p>	<p><u>Key questions</u> What is a prime number? What is the difference between factors and common factors? What are cube and square numbers?</p> <p><u>Key vocabulary</u> Multiples, factors, prime factors, square numbers, multiplying, dividing, remainders.</p>	<p>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 20 minutes every day. Don't forget to record your reading in your Reading Record.</p>

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English	Art	Computing	RE
<p><b><u>Outcome of learning:</u></b> Children will write their own Viking Saga and will write a recount of the Battle at Edington. Children will also create Viking themed Kenning poems to perform to the class.</p> <p><b><u>Historical Information text Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Headings/sub-headings</li> <li>• Paragraphs beginning with topic sentence</li> <li>• Expand paragraphs with detail</li> <li>• Correct and consistent use of tenses</li> <li>• Range of sentence lengths and structures</li> <li>• Range of technical vocabulary</li> </ul> <p><b><u>Recount Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Identify features of a chronological report</li> <li>• Consistent use of the past tense, in different forms</li> <li>• Use of the passive voice</li> <li>• Correct historical word choices</li> <li>• Organising writing into cohesive paragraphs</li> <li>• Links between paragraphs, adverbials of time</li> </ul> <p><b><u>Poetry Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Correct rhythm pattern</li> <li>• Metaphors and similes to create images</li> <li>• Considered sounds of words, powerful words</li> <li>• Use feeling and expression in a performance</li> <li>• Think about the volume and tone of voice</li> <li>• Use of hyphenated words</li> </ul>	<p><b><u>Outcome of learning:</u></b> Children will sculpture inspired by dragon imagery on Viking Long ships</p> <p><b><u>Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Visual elements: line, tone</li> <li>• Art processes: drawing, sculpture</li> <li>• Construct mood boards using the work of artists for ideas</li> <li>• Explore different materials to express ideas</li> <li>• Evaluate and improve</li> </ul>	<p><b><u>Outcomes of learning:</u></b> Design, write, test and evaluate a computer program, coded in Python text based programming language.</p> <p><b><u>Key learning:</u></b></p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• Use sequence, selection, and repetition in programs; work with variables.</li> </ul>	<p><b><u>Outcome of learning:</u></b> Children will explore the question: Why do some people believe in life after death and why is it such an important issue?</p> <p><b><u>Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Discuss how art can be inspired by religion.</li> <li>• Explore the aspects of religion that are represented in art.</li> </ul>
Maths	Geography/History	Music	DT
<p><b><u>Outcome of learning:</u></b> Children will be learning about prime numbers, multiplication, division, solving word problems and interpret graphs.</p> <p><b><u>Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Finding prime numbers,</li> <li>• Multiplying up to 2 by 2 digit numbers,</li> <li>• Dividing up to 4 digit numbers.</li> <li>• Solving word problems,</li> <li>• Interpretation of tables and graphs.</li> </ul>	<p><b><u>Outcome of learning:</u></b> Children will learn the chronology of Anglo-Saxon settlement and Viking invasion. They will be taught about Alfred the Great's resistance and Athelstan – first King of England. Children will visit the site of the Battle of Edington and participate in a re-creation. They will learn how the Battle of Hastings in 1066 led to the end of Saxon and Viking rule through the Norman Conquest. Children will learn about the history of some UK place-names from Anglo-Saxon and Viking origins. They will learn about village life and the culture and customs of the Anglo Saxons and Vikings.</p>	<p><b><u>Outcome of learning:</u></b> Learn and prepare songs for a 'Christmas Celebration'. Embed facts about the Vikings through song. Understand the structure of pieces of music from the BBC 10 Pieces project</p> <p><b><u>Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Sing with attention to detail.</li> <li>• Improve intonation, diction and breath control when singing.</li> <li>• Use actions to tell a story.</li> </ul>	<p><b><u>Outcome of learning:</u></b> Children will make swords/shields to use in re-enactment of Battle of Edington.</p> <p><b><u>Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Design specification,</li> <li>• Select from a wide range of tools, equipment, materials and components</li> <li>• Shape and join hard materials</li> </ul>

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	<p>Children will learn about the Christian Conversion from the Pagan/Norse Gods – how it developed at and spread from Canterbury, Iona and Lindisfarne. Children will develop their locational knowledge of the UK and Europe – taught through the Anglo-Saxon, Viking and Norman invasions. They will be able to name and locate counties and cities of the UK, geographical regions and their identifying features.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Name and locate countries and cities using maps and atlases</li> <li>Describing key aspects of physical geography, e.g. Hills, mountains, coasts, rivers, and land-use patterns.</li> <li>Make links with local history</li> <li>Explore, explain and describe life in Anglo Saxon and Viking Britain.</li> <li>Make links between the local area and key historical events in the development of England as a country.</li> </ul>	<ul style="list-style-type: none"> <li>Convey the emotion and meaning of a number of songs.</li> <li>Perform successfully and with confidence to an invited audience.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate methods used</li> </ul>
<b>Science</b>	<b>PSHE</b>	<b>MFL</b>	<b>PE</b>
<p><b>Outcome of learning:</b> Children will create a physical/pictorial representation of the solar system. Working scientifically to investigate air and water resistance.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Describe the features of our solar system.</li> <li>Describe the movement of the moon relative to the Earth</li> <li>Describe the effects of air resistance</li> <li>Describe the effects of water resistance</li> </ul>	<p><b>Outcome of learning:</b> Children will explain how people manage their money with a budget</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Learn how to exchange money for goods or services</li> <li>Understand that saving means not spending everything and making sacrifices</li> <li>Learn that a budget can help to make sensible choices and avoid overspending</li> <li>Understand that some jobs and careers get paid higher salaries than others</li> <li>Learn why some money is deducted from salaries</li> </ul>	<p><b>Outcome of learning:</b> To continue to develop their language skills.</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>Speaking – Through information-gap activities, repetition, songs and role-play, including performing to the class.</li> <li>Listening – through listening to video clips of authentic French and classroom instructions</li> <li>Reading – After learning some words, reading them and being aware of spelling differences, e.g. silent consonants at end of French words.</li> <li>Writing - Guided writing about family.</li> </ul>	<p><b>Outcome of learning:</b> Children will use hockey to skills to compete against each other</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Select and use appropriate equipment in response to the sporting situation.</li> <li>Pass and receive on the move with coordination and control.</li> <li>Defend effectively as a team</li> <li>Evaluate</li> </ul>