



Harvington C of E (Controlled) First & Nursery School

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Headteacher –Mr T Holdstock

'Together we love, learn and grow'

Dear Parents and Carers,

Please find the information for Year 5 for Autumn term 1.

Class Teacher: Mrs Amy Whillock (Mon-Wed) Mrs Bryony Cruchley (Thurs and Fri)	Teaching Assistants: Mrs Lucy Phillips	Class Governor: Mr Rod Arthur	PTFA Rep: Mrs Abbott, Mrs Dhir and Mrs Dale
Parent Share Sessions: Thursday 1 st October 2-2.45 DT- spaghetti bridges	End Product: Viking Fact Files	Planned Trips/Visitors: 14 th October – Compton Verney	Homework: Spellings weekly Reading daily Times tables practise daily

Medium Term Plan- Year 5- Autumn 1

<u>History-What was life like in Viking Times?</u> <u>Key Knowledge</u> - To know when the Viking period was and what came before - To know who the Vikings were and why they raided Britain - To know they came from Denmark, Sweden and Norway and identify these countries on a map - To know that the name Viking comes from the language 'Old Norse' and means pirate raid - To know that Vikings sailed the seas, trading good to buy silver, silks, spices, wine, jewellery, glass and pottery - To know how the Vikings travelled and lived - To know comparisons between the Vikings and the Anglo Saxons: - Anglo-Saxons migrated due to flooding where as Vikings raided due to seeking wealth - Vikings lived in long houses where as Saxons lived in a thatched hut - King Alfred fought the Vikings and made peace so the English and Vikings could live together <u>Chronological Knowledge</u> 793 AD – 1066 AD- The Vikings rule 793 AD – The Vikings first Attack Britain 865 AD – The Vikings invade England 866 AD – The Vikings capture York 871-886-Alfred was King of the West Saxons 878 AD – The Vikings settle in England permanently 1066 AD – King Harold is defeated by William the Conqueror and ends the Vikings rule Key Vocabulary: time line, BC-before Christ, AD-Anno Domini, past/present, before/after, century/decade, chronological order, Vikings, raid, compare, Saxons, King Alfred, enquiry, valid questions, historical sources	<u>R.E. What does it mean if Christians believe God is holy and loving?</u> Make sense of belief: Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms Understand the impact: Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship Make connections: Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	<u>Science-Materials: Mixtures and Separation - Kapow</u> <u>Key Knowledge</u> - Some substances will dissolve in a liquid to form a solution. - The factors that affect the time taken to dissolve, including temperature and stirring. - Some liquids and solids can be separated using sieving, filtering and evaporation and to describe these processes. <u>Pupils who are secure will be able to:</u> - Define the term mixture and name some common examples. - Define the term sieving and explain how sieving separates mixtures. - Define the term filtering and explain how filtering separates mixtures. - Define the terms solution and dissolve and name some common examples of solutions. - Recall some factors that affect the time taken to dissolve. - Describe the effect of temperature on the time taken to dissolve. - Define the term evaporating and explain how evaporating separates solutions. - Identify when sieving, filtering and evaporating should be used. - Research a mixture to find out what substances it is made from. - Draw and annotate a diagram to explain how sieving separates a solid-solid mixture. - Identify and justify which type of enquiry to use to answer my testable question. - Identify solutions by observing and describing their appearance. - Suggest which variables to change, measure and control when investigating how temperature affects the time taken to dissolve. Key Vocabulary: dissolve, filtering, insoluble, mixture, sieving, soluble, solution
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<u>PE Dance-Get Set for PE</u> <u>Key Knowledge:</u> • To create a dance using a random structure and perform the actions showing quality and control. • To understand how changing dynamics changes the appearance of the performance. • To understand and use relationships and space to change how a performance looks. • To copy and repeat movements in the style of rock 'n' roll. • To work with a partner to copy and repeat actions in time with the music. • To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.	<u>PSHE-Being Me in My World-Jigsaw</u> <u>Key Knowledge</u> • I can face new challenges positively and know how to set personal goals. • I know what I value most about my school and can identify my hopes for this school year. • I can empathise with people in this country whose lives are different to my own. • I understand my rights and responsibilities as a citizen of my country and as a member of my school. • I can contribute to the group and understand how we can function best as a whole. • I understand how democracy and having a voice benefits the school community and know how to participate in this.	<u>Design Technology-Structures-Bridges</u> <u>Key Knowledge</u> • To understand some different ways to reinforce structures. • To understand how triangles can be used to reinforce bridges. • To know that properties are words that describe the form and function of materials. • To understand why material selection is important based on their properties. • To understand the material (functional and aesthetic) properties of wood. Key Vocabulary: accuracy, aesthetics, arch bridge, assemble, beam bridge, bench hook/vice, corrugation, evaluate, factors, hardwood, joints, lamination, mark out, material properties, quality of finish, reinforce, rigid, sandpaper/glasspaper, softwood, stability, stiffness, strength, technique, tenon saw/coping saw, truss bridge, visual appeal, wood file/rasp, wood sourcing
<u>Music- Composition Notation: Ancient Egypt -Kapow</u> <u>Key Knowledge:</u> • To know that simple pictures can be used to represent the structure (organisation) of music. • To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. • To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. Key Vocabulary: accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups	<u>Computing Unit: Quizzing-Purple Mash</u> <u>Key Knowledge:</u> • To explore different types of quizzes and identify their features, strengths, and weaknesses. • To explore the features of 2Quiz and experiment with creating quiz questions. • To explore additional features of quizzes, such as feedback, title screens, and content pages. • To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic. • To be able to refine, test and share completed quizzes. Key Vocabulary: quiz, simple, interactive, advanced, features, debug	

<u>Spelling</u>	<u>English</u>	<u>Maths</u>
Spelling focus: • Word list – years 3 and 4 • Adding -ing, -ed to words of one syllable ending in vowel consonant • The suffix -ly • Contractions • Words with the /ei/ sound spelt ei, eigh, or ey • Words with the /ei/ sound spelt ei, eigh, or ey Mastery focus: • Word list – years 5 and 6 • Adding -ing, -ed to words of one syllable ending in vowel consonant (Y2*) including those with more than one syllable and the suffix (Y3/4*) • Adding -ing, -ed to a root word ending in y and words ending in e • Contractions • Words containing the letter-string ough • Words containing the letter-string ough	To write a recount / series of diary entries based on the story of <i>'Queen of the Falls.'</i> To write a non-chronological report on the Vikings. Poetry – to create their own poem based on Viking Kennings. Spoken language: • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints Reading comprehension: • Draw inferences (characters feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Evaluate author's language choice • Distinguish between fact and opinion • Participate in discussion about books • Explain and discuss understanding of reading • Provide reasoned justifications for views Writing composition: • Identify the audience and purpose of writing	<u>Number and Place Value – 3 weeks</u> • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above <u>Addition and Subtraction-2 weeks</u> • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy <u>Fractions -1 week</u> • compare and order fractions whose denominators are all multiples of the same number • add and subtract fractions with the same denominator and denominators that are multiples of the same number

	• Note and develop initial ideas, drawing on reading and research • Enhance meaning though selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Proof-read for spelling and punctuation errors	
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