

History

- Use sources of evidence to deduce information about the past.
- Use sources of information to form testable hypotheses about the past.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Compare some of the times studied with those of the other areas of interest around the world.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

Physical Education

Boot Camp

- Experience some of the changes that occur to the body during exercise.
- Raise the heart rate.
- Learn new moves and perform them with good technique and balance.
- Demonstrate the correct technique for activities.
- Discover which activities individuals find easy or difficult.
- Develop agility and co-ordination.

Science

Life Cycles

- Describe the life processes of reproduction in some plants.
- Taking measurements and presenting findings from enquiries.
- To explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- To report and present findings from enquiries.
- To describe the life process of reproduction in some animals.

English

Text types to be covered:

- Newspaper report (linked to RE unit)
- Sagas
- Recounts—multiple narrators—attack on Lindisfarne
- Persuasive writing—Longship adverts

* See attached objectives

**Year 5
Spring 1 2019**

The Vikings

Maths

Statistics

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

Fractions

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

Art

- Develop designing skills to follow a pattern
- Plan and design a printing template in the style of a Celtic knots
- Create a repeated pattern which builds layers of colour

Music

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.

Computing

We are artists

- develop an appreciation of the links between geometry and art
- become familiar with the tools and techniques of a vector graphics package
- develop an understanding of turtle graphics
- experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers
- develop some awareness of computer-generated art, in particular

Religious Education

Incarnation

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible.
- Identify Gospel and prophecy texts, using technical terms.
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- Show how Christians put their beliefs about Jesus'
- Incarnation into practice in different ways in celebrating Christmas.
- Comment on how the idea that
- Jesus is the Messiah makes sense in the wider story of the Bible.
- Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.

Objectives for Year 5 Term 1

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Present a well structured, persuasive argument including reasons and evidence Analyse the use of persuasive language in different contexts Plan and manage a group task over time</p> <p>Drama Vary voice for dramatic effect e.g. by using volume, tone and pitch</p>	<p>Word Reading Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Being a Reader Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Increase their familiarity with fiction genres including books from other cultures Know a range of children's authors and poets Read for a range of purposes Learn poems by heart Recommend a book and explain why Use pertinent and technically specific vocabulary when talking about books Discuss a text confidently with others, responding to their ideas and challenging their views courteously</p> <p>Reading Comprehension Check that the text makes sense to them and discuss their understanding Use imagination and empathy to explore a text beyond the page Answer questions drawing on information from several places in the text Predict what may happen using stated and implied details and a wider personal understanding of the world Summarise using an appropriate amount of detail as evidence Use evidence to both support and challenge conclusions drawn within and from a text Identify a point in the text where the author has made a structural choice and consider the reasoning behind it Discuss and evaluate how authors use language and the impact on the reader Recognise that different parts of the text may have different purposes Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location</p> <p>Being a Researcher Detect bias and distinguish fact from opinion Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information Understand copying, quoting and adapting source material</p>	<p>Planning, Composing and Evaluating Develop ideas through reading and research Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose a text form Ensure that the content and style of writing accurately reflects the purpose Borrow writers' techniques from book, screen and stage Structure and organise writing in well linked paragraphs Build cohesion within a paragraph Link openings to closings Use a variety of sentence openers Carefully select words to create effects Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense through a longer piece of writing Change vocabulary and grammar to enhance effects and clarify meaning Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 5)</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Identify relative pronouns e.g. which, that, who (whom, whose), when, where Use relative pronouns appropriately Use devices (connectives) for cohesion within a paragraph Experiment with clause position in complex sentences Ensure correct subject verb agreement</p>	<p>Spelling Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and conventions Use a thesaurus Use etymology to aid spelling Spell words with the suffix -ive Spell words with the suffix -ist Spell words ending in -cious Spell words ending in -tious Spell words ending in -cial and -tial Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Begin to adapt handwriting to specific purposes e.g. printing, use of italics Use features of layout, presentation and organisation effectively in written and on-screen media</p>