

## 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).
- Use dates and terms accurately in describing events.

## 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

## 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.

## 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 fractal-based landscapes.

## 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.
- Perform more complex patterns of movement.

**Year 5**  
**Spring 1 2020**

# **The Vikings**

## Maths

### Multiplication and Division

- Multiply and divide numbers mentally drawing upon known facts.
- Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2-digit numbers.
- Divide numbers up to 4 digits by a 1digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.

### 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
- read and write decimal numbers as fractions
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

## 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

## 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.

## 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.

**Objectives for Year 5 Term 1**

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

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b> 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><b>Drama</b> Vary voice for dramatic effect e.g. by using volume, tone and pitch</p>	<p><b>Word Reading</b> Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p><b>Being a Reader</b> 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 <i>Know a range of children's authors and poets</i> Read for a range of purposes Learn poems by heart Recommend a book and explain why <i>Use pertinent and technically specific vocabulary when talking about books</i> Discuss a text confidently with others, responding to their ideas and challenging their views courteously</p> <p><b>Reading Comprehension</b> Check that the text makes sense to them and discuss their understanding <i>Use imagination and empathy to explore a text beyond the page</i> 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 <i>Recognise that different parts of the text may have different purposes</i> <i>Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location</i></p> <p><b>Being a Researcher</b> 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 <i>Understand copying, quoting and adapting source material</i></p>	<p><b>Planning, Composing and Evaluating</b> 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 <i>Link openings to closings</i> <i>Use a variety of sentence openers</i> 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 <i>Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 5)</i></p> <p><b>Grammar, Punctuation and Vocabulary</b> 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 (<i>connectives</i>) for cohesion within a paragraph <i>Experiment with clause position in complex sentences</i> Ensure correct subject verb agreement</p>	<p><b>Spelling</b> Use a dictionary to check the meaning and spelling of words <i>Investigate spelling patterns and conventions</i> Use a thesaurus Use etymology to aid spelling <i>Spell words with the suffix –ive</i> <i>Spell words with the suffix -ist</i> 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 <i>Choose the correct spelling by using a visual strategy ('Does it look right?')</i></p> <p><b>Handwriting and Presentation</b> Begin to adapt handwriting to specific purposes e.g. printing, use of italics <i>Use features of layout, presentation and organisation effectively in written and on-screen media</i></p>

### Geography

- Describe and explain why the Silk Road was the most important trading route in the history of the world
- Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading
- Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences
- Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world
- Explain what Fairtrade is compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from Fairtrade certification

### Design and Technology

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- generate, develop, model and communicate their ideas through annotated sketches
- select from and use a wider range of tools and equipment to perform practical tasks accurately from and use a wider range of materials and components, including construction materials
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

### Computing

We are game developers

- create original artwork and sound for a game
- design and create a computer program for a computer game, which uses sequence, selection, repetition and variables
- detect and correct errors in their computer game
- use iterative development techniques (making and testing a series of small changes) to improve their game.

### Physical Education

#### Nimble Nets

- Know the correct technique for forehand, backhand and volley.
- Improve forehand accuracy.
- Explore tactics for beating an opponent.
- Consolidate backhand technique.
- Use all strokes appropriately.
- Accurately play shots on the move.
- Run towards the net to play a volley (approach shot).
- Play a game of singles tennis.

**Year 5**  
**Spring 2 2019**

# Space

### Religious Education

#### Salvation

- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
- Suggest meanings for narratives of Jesus' death / resurrection, comparing their ideas with ways in which Christians interpret these texts.
- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.
- Show how Christians put their beliefs into practice.
- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

### Science

Earth and space...

- Describe the movement of the Earth and other planets, relative to the Sun in the solar system.
- Describe the movement of the moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

### Maths

Decimals/Percentages

- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator of a multiple of 10 or 25

### Music

- To use digital media to create and refine an original composition using repeated patterns.

### English

Text types to be covered:

- Discussion text
- Instructional writing
- Explanation text
- Narrative poetry

\* See attached objectives

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