

History
 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
 Chronological Understanding
 Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066
 Vikings - Study the raid at Lindisfarne and debate the rights and wrongs. Research Viking laws and punishments. How did Vikings shape the laws we have today? How was parliament formed and why is it important? How have laws developed over time? What might happen if we abolish laws? Are they needed?
History (chronological understanding)
 Year 5 expected:
 I can use dates and historical language in my work
 I can draw a timeline with different periods outlined which show different information such as periods of history / when famous people lived etc.
 I can use my maths skills to work out exact time scales and differences as need be.
Knowledge & Interpretation
 Year 5 expected:
 I can describe historical events from the different period I am studying.
 I appreciate that significant events in history have helped shape the country we have today.
 I have a good understanding as to how crime and punishment has changed over the years.

Science
Life cycles, living things and their habitat
 Year 5 expected:
 I can describe the differences in the life cycles of a mammal, amphibians, insects and a bird
 I can describe the life cycles of common plants
 I can explore the work of well known naturalists and animal behaviorists
 Exceeding
 I can observe my local environment and draw conclusions about life cycles (Welly week)
 I can compare life cycles in my local environment to those around the world (Welly week)

English
Key texts:
Viking Boy by Tony Bradman
Clockwork- Philip Pullman (Influential author)
Beowulf
Guided Reading:
The Saga of Erik the Viking- Terry Jones

Where do we come from?
 Year 5
 Autumn 1

Geography
Vikings: How do we preserve ancient sites? What changes could affect the way that our land is used today? (Focus on Global Warming)
Geography - Human
 Year 5 Expected
 I can explain how a location fits into its wider geographical location; with reference to human and physical features
 I can explain what a place might be like in the future, taking account of issues impacting of human features

Mathematics
Fractions, Decimals and Percentages
Measurement
Properties of shape, Position and Direction
Statistics
 For objectives, please see maths Medium Term Plan

Art / Design
 Autumn 2

P.E

Multi-skills (coach)

PSHE

One Life

Class charter
Personal gifts & talents
Exploring feelings
Communication skills
Understanding role models

Different types of friendship
Managing conflict
Managing my anger
Cyber bullying
Responding to an emergency

MFL

Unit 9: Sports

Where do we come from? Year 5 Autumn 1

Computing

Using the internet

I can use a search engine using keyword searches
I can compare the results of different searches
I can decide which sections are appropriate to copy and paste
I can save stored information using lines of enquiry

DT

Design, Make and evaluate a pulley system to lift Viking Longships for a battle

Use of materials, planning and evaluating

Year 5 expected:

I can make sure my measurements are accurate enough to ensure that everything is precise.
I can explain how I have ensured that my product is strong and fit for purpose
I can come up with a range of ideas after I've collected information
I keep checking that my design is the best it can be
I can check whether anything can be improved
I can evaluate the function

Music

Sea shanties and Viking Saga Music

Performing

Year 5 expected:

I can breath in the correct place when singing
I can sing and use my understanding of meaning to add expression
I can maintain my part when others are performing my part

Appraising

Year 5 expected:

I can describe, compare and evaluate music using musical vocabulary
I can explain why I think music is successful or unsuccessful
I can suggest improvements to others work

R.E.

Christianity - Special Times

What are the themes of Christmas?

Why is the birth of Jesus so important to Christians?

Christmas Celebration

I can demonstrate **understanding** of some of the beliefs and features of religion through the RE concepts.

I can express their own views using **sound reasons**. Pupils show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).

I can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.