

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  
Forces and magnets  
 Year 5 expected:  
 I can explain that unsupported objects fall to the earth because of the force of gravity acting between the earth and the falling object.  
 I can identify the effects of air resistance, water resistance and friction that act between moving surfaces.  
 I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have greater effect.  
 Exceeding  
 I can design effective parachutes.  
 I can explore how scientists such as Galileo and Isaac Newton helped to develop the theory of gravitation.  
 Forces- the effect of gravity (video of book and feather). Investigate the effect of air resistance by designing parachutes or paper spinners and holding a competition for the slowest to fall. Plasticine boats - investigate the effect of water resistance.

Where do we come from?  
 Year 5  
 Autumn 2

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

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  
 Patterns in printing using celt patterns, clay relief etc  
 Sketching Norse gods  
Printing:  
 I can print using a number of colours  
 I can create an accurate print design that meets a given criteria  
 I can print onto different materials  
Drawing:  
 Year 5 expected  
 I can successfully use shading to create mood and feeling  
 Organise line, tone, shape and colour to represent figures

## 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 2

## Computing

### Algorithms

I can combine sequences of instructions and procedures to turn devices on and off  
I can input and output  
I can use an IT program to control an external device that is electrical or mechanical  
I can use ICT to measure sound or light or temperature using sensors  
I can explore 'What is?' questions using adventure or quest games  
I can write programs that have sequences and repetitions

## DT

Autumn 1

## 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.