Year group: 5 **Term**: Autumn 2 **Topic**: Vikings	
Literacy	**<u>Class Texts</u>**: Riddle of the Runes by Janina Ramirez **<u>Writing Genre</u>**: **Recount** • **Recount ('History to Life' Educational Visit at SFX)** • **Historical recount (A day in the life of a Viking)** • **Information Text (Vikings)** *Converting nouns or adjectives into verbs using suffixes [-ate, -ise, -ify]* *Verb prefixes [dis-, de-, re-, mis-, over-, re-]* *Indicating degrees of possibility using modal verbs [might, should, could, will, must]* *Devices to build cohesion within a paragraph [then, after that, this, firstly]* *Brackets to indicate parenthesis* *Commas (pair of) to indicate parenthesis*
Maths	**<u>Multiplication and division</u>** • Identify multiples and factors • Investigate prime numbers • Multiply and divide by 10, 100 and 1000 (integers) • Multiply and divide using derived facts • Use written methods to multiply and divide • Use a range of mental calculation strategies **<u>Perimeter and area</u>** • Investigate area and perimeter of rectilinear shapes • Estimate area of nonrectilinear shapes
Science	**<u>Forces</u>** *By the end of the unit children will know…* • the names of a range of different forces – gravity, friction, water resistance, air resistance, upthrust and magnetism • which forces are pushes and which are pulls • the difference between contact and non-contact forces • the difference between balanced and unbalanced forces • who Isaac Newton was and the role he played in helping us to understand forces • what 'matter' is, the difference between mass and weight and how we measure both • how friction works in the world around us

	• how air resistance works in the world around us • who Galileo Galilei was and the role he played in helping us to understand air resistance • how upthrust (or buoyancy) and water resistance act in water • what 'density' is and the relationship between density and whether an object is able to float • what levers, pulleys and gears are
History	**Vikings** Pupils will acquire the following historical knowledge throughout the unit: • Who the Vikings were and where they came from – the role of longships in battle, travel and trade • Viking raids and invasion – where they raided, what they took, how they fought • Resistance by Alfred the Great and Athelstan, first king of England - The Danelaw • Life in Viking Britain – homes, jobs, laws, societal structure • Unification of England – the role of Edward the Elder, Aethelflaed and Athelstan in defeating the Vikings • Further Viking invasions – King Cnut • Edward the Confessor and his death in 1066 – the outcomes of The Battle of Hastings and the view the Bayeux Tapestry provides
Geography	**Topic not taught this half term.**
Art	**Topic not taught this half term.**
Design Technology	**Electrical Systems: Doodlers** Pupils will be able to: • Identify simple circuit components (battery, bulb and switch) with a basic explanation of their function. • Explain that a series circuit is assembled in a loop to allow the electricity to flow along one path. • Describe a motor as a circuit component that changes electrical energy into movement. • Provide examples of motorised products that use movement to rotate or spin different parts. • Remove and replace different parts of a Doodler, as part of a team. • Suggest ways to switch the configuration to amend the form or function of the Doodler. • Explain, in an investigation report, each of the changes they made and the effect this had on the Doodler's ability to draw scribbles (function) and appearance (form). • Develop design criteria with consideration for the target user, the purpose of their Doodler, a key function and the Doodler's form and final appearance (e.g. fun, bright, soft). • Explain simply why their Doodler has a certain configuration based on the findings of their investigation (e.g. I used four pens because the Doodler would fall over with two). • Create a functional Doodler that creates scribbles on paper with or without a switch. • Identify and list each of the required materials, tools and circuit components required to build a Doodler.

	• Explain simply the steps to assemble a Doodler as part of a set of instructions (or storyboard). • Write instructions to build a functional circuit, explaining how to identify if it is functional or not. • Provide suggestions to improve a peer's set of instructions after testing how effective they are at guiding someone.
Computing	**iDraw** In this unit children will • Use software to create an image • Recognise the component shapes of a vector image • Create a vector image using digital tools • Explain which tools help create specific effects • Make changes to images to create effects • Identify layers in vector images • Use layers to create a vector image • Design a vector drawing • Use digital tools to create a vector drawing • Evaluate and improve their work
PE	**Fitness**: Knowledge: I know how to identify areas for improvement. I know how to motivate people. I know the key components of fitness. I know what posture is. I know how to change position and maintain centre of gravity. I know the techniques for body exercises. I know how to use my breathe to pro-long periods of exercise. Assessment: I can analyse my fitness scores to identify areas for improvement. I can choose the best pace for a running event and maintain speed. I can encourage and motivate others to work to their personal best. I can identify how different activities can benefit my physical health. I can work with others to manage activities. I understand the different components of fitness and how to test them. I understand what my maximum effort looks and feels like and I am determined to achieve it.
RE	**R.E. – Prophecy and Promise** We hear, we believe, we celebrate, and we live through Christ Jesus. Children will be able to know and understand the following scripture • Who was David? • David and Goliath • King David • Psalm 23 • David and Jesus • The Good Shepherd • Servant leadership • The Rosary – Joyful mysteries

	• Advent promises • The O Antiphons • O Antiphons in art • My O Antiphon art
Spanish	**Topic not taught this half term.**
Music	**Blues** Pupils will be able to: • Name three key features of Blues music. • Sing in tune, using vocal expression to convey meaning. • Explain what a chord is and play the chord of C sixteen times. • Play the twelve-bar blues correctly. • Play the notes of the Blues scale in the correct order, ascending and descending. • Play a selection of Blues scale notes out of order in their own improvisation.
RSE	Girl's bodies Boy's bodies Spots and Sleep
Immersive Events/Visits/Visitors etc	History – Viking focus with 'History to Life' 'Time Travel' workshop at Doncaster Museum Carol Service Enterprise Week