

KS2 Autumn Half-Term 1
Skills and Objectives MTP 2020-2021



Teachers: Mr Wainford and Mrs Paternoster

Year: 5

Theme: Dragons and Invaders

Big Question: How was England created?

English

Reading

These objectives will be visible across the curriculum, not solely in English lessons.

Children will use the novel 'How to Train Your Dragon' as their main stimulus for a range of reading and writing lessons. They will also read and respond to a range of non-fiction texts. They will use the Vine Trust Core Curriculum for the Autumn Term 2020, combined with the St Andrew's new 'Writing for a Purpose' guidance.

Word Reading

Daily reading of HTTYD; weekly comprehension tasks based on Anglo-Saxons; a range of texts including newspapers, online resources, fact books, narratives around this theme.

- Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)

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
- Read for a range of purposes
- Discuss a text confidently with others, responding to their ideas and challenging their views courteously

Reading Comprehension

- Check that the text makes sense to them and discuss their understanding
- Answer questions drawing on information from several places in the text
- Predict what may happen using stated and implied details
- 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

Being a Researcher

- Detect bias and distinguish fact from opinion
- Be able to copy, quote and adapt source material

English

Writing

These objectives will be visible across the curriculum, not solely in English lessons.

Genre - Text Types

Writing to Entertain:

Narrative: Historical Fiction (creating their own dragon stories)

Writing to Inform:

- ✓ Non-Chronological reports about Dragons;
- ✓ Instructions for how to train their own dragon;

Planning, composition and evaluation

- Develop ideas through reading and research
- 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
- Evaluate their work effectively and make improvements based on this including changing vocabulary and grammar to enhance effects and clarify meaning
- 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
- Maintain a viewpoint throughout a text
- Use vivid description

Grammar & Punctuation

- Use correct grammatical terminology when discussing their writing
- Use commas to clarify meaning or avoid ambiguity
- Identify relative pronouns e.g. which, that, who (whom, whose), when, where
- Use relative pronouns appropriately
- Use devices (connectives) for cohesion within a paragraph
- Ensure correct subject verb agreement

Spelling

- Use correct grammatical terminology when discussing their writing
- Use commas to clarify meaning or avoid ambiguity



			<ul style="list-style-type: none"> Identify relative pronouns e.g. which, that, who (whom, whose), when, where Use relative pronouns appropriately Use devices (connectives) for cohesion within a paragraph Ensure correct subject verb agreement <p>Handwriting</p> <ul style="list-style-type: none"> Begin to adapt handwriting to specific purposes e.g. printing, use of italics Increase the speed of handwriting without losing legibility <p>Spoken Language</p> <ul style="list-style-type: none"> 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 Use a range of question types in discussion and conversation
Science	<p><i>Children will complete a range of investigations using different materials and their properties and will plan, carry out and report on their own enquiries.</i></p> <ul style="list-style-type: none"> I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporation. I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic I can demonstrate that dissolving, mixing and changes of state are reversible changes I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	Computing	<p><i>Children will use PowerPoint to create their own websites about the Anglo-Saxons. They will learn how to set animations, hyperlinks, HTML code, sound and automatic transitions. They will create and contribute to a class share space online taking account of agreed E-safety rules and copyright.</i></p> <ul style="list-style-type: none"> I can identify and respond to the threats of Internet usage. I can suggest sensible e-safety rules for the classroom. I can discuss their own personal use of the Internet and choices they make. I can recognise that online information can be untrue or hard to understand. I can explore the effects of multimedia (photos, video, sound) in a presentation or video and show how they can be modified. I can develop skills using transitions and hyperlinks to enhance the structure of presentations. I can select an appropriate ICT or online tool to create and share ideas.
History	<p><i>Children will study Britain's settlements by Anglo-Saxons and their impact upon culture, religion, art and literature. and take part in a local study by visiting Sutton Hoo.</i></p> <ul style="list-style-type: none"> I can know and sequence key events of time studied. I can use relevant terms and period labels. I can make comparisons between different times in the past. I can compare accounts of events from different sources – fact or fiction. I can offer some reasons for different versions of events. I can understand what is meant by primary and secondary source. I can begin to consider the reliability of primary and secondary sources. I can begin to identify primary and secondary sources. I can use evidence to build up a picture of a past event . 	Geography	<p><i>Children will identify Angles, Saxons & Jutes routes on Europe maps; study the physical features of geography (especially on the Sutton Hoo trip); understand geographical similarities and differences; use 8 point compass and 4/6 figure grid references</i></p> <ul style="list-style-type: none"> I can begin to suggest questions for investigating I can begin to use primary and secondary sources of evidence in their investigations. I can use 8 compass points; I can begin to use 4 figure co-ordinates to locate features on a map. I can identify significant places and environments I can begin to use atlases to find out about other features of places. (e.g. find wettest part of the world). I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

MfL: French	<p><i>This is the first year of learning French using a new French scheme so the whole school will be starting with the basics. For a detailed breakdown of progression of skills, see the St Andrew's curriculum document.</i></p> <p>Getting to know you</p> <ul style="list-style-type: none"> ✓ I can greet people in different ways in French. ✓ I can exchange names in French. ✓ I can discuss how I am feeling in French. ✓ I can choose appropriate phrases for a situation (saying goodbye). ✓ I can count to 20 in French. ✓ I can apply my knowledge to make sentences in French. 	Art/DT	<p><i>Children will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; make beads and jewellery out of clay; draw detailed dragons to develop pencil drawings; develop fixings by making catapults; make sundials; use various cooking techniques and food preparation to make a Viking meal and compare to modern; develop their evaluation of products made; sew Viking patterns onto a fabric sail; develop their cutting and sticking techniques to make cardboard boats to further investigate Viking Longboats.</i></p> <ul style="list-style-type: none"> ✓ I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. ✓ I can use, tint, tone, shades and mood. ✓ I can explore the use of texture in colour and its purposes. ✓ I can use sculpture and clay to create: beads and jewellery. ✓ I can use stories, music, poems as stimuli ✓ I can select and use materials. ✓ I can generate ideas through brainstorming and identify a purpose for their product ✓ I can draw up a specification for their design <p>I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt is unsuccessful.</p>
PSHE/ Citizenship	<p><i>Children will learn about themselves, their strengths and areas for improvement and what it means to be part of a community.</i></p> <p>PSHE & RSE</p> <p>I can do it!</p> <ul style="list-style-type: none"> ✓ I can understand how to behave in PSHE lessons. ✓ I can explain what it means to be part of a school community. ✓ I can identify and support people who keep me safe and healthy. ✓ I can recognise and describe the star qualities in people. ✓ I can describe and explain feelings. ✓ I can identify my strengths and areas for improvement. <p>British Values/Citizenship</p> <ul style="list-style-type: none"> ✓ I can describe a brief history of some of our famous institutions. ✓ I can recount the story of at least one famous event. 	PE	<p>Invasion Games – Football, Circuit Fitness and Forest Schools.</p> <ul style="list-style-type: none"> • I can use running, jumping, throwing and catching in isolation and in combination. • I can play competitive games, modified where appropriate. • I can apply basic principles suitable for attacking and defending. • I can develop flexibility, strength, technique, control and balance. ✓ I can compare my performances with previous ones and demonstrate improvement to achieve my personal best.
	<ul style="list-style-type: none"> • 	Visits	Trip to Sutton Hoo

Useful websites and books to support learning at home

<p>Mathematics</p> <p>Times Table Rock Stars (TTRS) - https://trockstars.com/</p> <p>Hit the Button - https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>English/Reading/Spelling</p> <p>Inspiration for writing and reading - https://www.onceuponapicture.co.uk/</p> <p>Listen to a story and follow along - https://www.storynory.com/</p>	<p>Topic</p> <p>https://www.winchester-cathedral.org.uk/wp-content/uploads/Useful-Anglo-Saxon-Weblinks.pdf</p> <p>https://www.heroicage.org/as.php</p> <p>https://www.bbc.co.uk/bitesize/topics/zxsbcdm/resources/1</p> <p>Science</p> <p>https://www.bbc.co.uk/bitesize/topics/zryycdm</p>
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Books to read to support our topic

- Who were the Vikings? – Jane Chisholm
- The Vicious Vikings (Horrible Histories) – Terry Deary
- How to be a Viking – Cressida Cowell
- Norse Mythology – Neil Gaiman
- Viking Blood (My Story) – Andrew Donkin
- Saxon Tales – Terry Deary
- Alfred the Great and the Anglo Saxons – History Starting Points
- Beowulf Dragon Slayer – Rosemary Sutcliff

French

<http://www.crickweb.co.uk/ks2french.html>

RE

<https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-what-is-islam/zbmrwty>

Music

<https://www.outoftheark.co.uk/ootam-at-home/>

<https://www.singup.org/singupathome>

<https://www.bbc.co.uk/teach/ten-pieces/watch-this-do-this-weekly-activities/ziy3382>

Art

Origami <https://safeyoutube.net/w/PpJE>

<https://www.artforkidshub.com/>