

KS2 Autumn Half-Term 2
Skills and Objectives MTP 2020-2021



Teachers: Mr Wainford and Mrs Paternoster

Year: 5

Theme: Canute, you can't hold back the tide!

Big Question: Why did the Vikings settle in Great Britain?

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' and Legend of Beowulf 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:

- ✓ Dragon poetry

Writing to Inform:

- ✓ Diary entries from Lindisfarne Monks.
- ✓ Explanation Texts – Viking longboats
- ✓ Recount – Enterprise Project
- ✓ Scientific Report – Materials.

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

			<ul style="list-style-type: none"> • 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 <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 <ul style="list-style-type: none"> ✓ • 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 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. ✓ I can present findings in written form, displays and other presentations. ✓ I can use test results to make predictions to set up further comparative and fair tests. 	Computing	<p><i>Technology in our Lives</i></p> <p><i>Children will investigate how technology and the internet has an impact on our lives. This included both hardware and software components of computers and devices. This will also include taking account of agreed E-safety rules and copyright.</i></p> <ul style="list-style-type: none"> ✓ I can Identify different parts of computing devices ✓ Identify different parts of the Internet ✓ Choose appropriate tools for communication and collaboration and use them responsibly. ✓ Use effective strategies to search with appropriate search engines. ✓ Talk about the different elements on web pages. ✓ Find out who the information presented on a webpage belongs to.
History	<p><i>Children will study the invasion and settlement by the Vikings and their interaction with the Anglo-Saxons; Viking and Anglo-Saxon struggle for the Kingdom of England; resistance by Alfred the Great and take part in a local study by visiting Sutton Hoo.</i></p> <ul style="list-style-type: none"> ✓ I can recognise primary and secondary sources. ✓ I can use a range of sources to find out about an aspect of time past. ✓ I can evaluate the reliability of primary and secondary sources. ✓ I can link sources and work out how conclusions were arrived at. ✓ I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion. ✓ I can be aware that different evidence will lead to different conclusions and explain why. ✓ I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. ✓ I can compare beliefs and behaviour with another time studied. ✓ I can recall key dates, characters and events of time studied. 	Geography	<p><i>Children will identify Viking routes on world 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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). ✓ I can investigate places with more emphasis on the larger scale; contrasting and distant places. ✓ I can use 8 compass points. ✓ I can begin to use 4 figure co-ordinates to locate features on a map. ✓ I can select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) ✓ I can begin to use atlases to find out about other features of places. (e.g. find wettest part of the world. ✓ I can find/recognise places on maps of different scales. (E.g. river Nile)

<p>RE</p>		<p>MfL: French</p>	<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>All about me</p> <ul style="list-style-type: none"> ✓ I can greet people in different ways in French. ✓ I can listen and respond to instructions. ✓ I can read, listen and respond to vocabulary. ✓ I can understand and respond to action words. ✓ To listen to and copy pronunciation of colour words accurately. ✓ I can recognise masculine and feminine clothing nouns. ✓ I can use simple conjunctions to link vocabulary for clothes and accessories.
<p>PSHE/ Citizenship</p>	<p><i>Children will learn about positive relationships, the qualities of a good friendship, how to resolve conflict and manage their emotions. They will also undertake an Enterprise Project in conjunction with Year 6.</i></p> <p>PSHE & RSE</p> <p>Friendships & Relationships</p> <ul style="list-style-type: none"> ✓ I can understand how to behave in PSHE lessons. ✓ I can describe strategies to resolve conflict. ✓ I can describe the qualities of friendship. ✓ I can identify the characteristics of assertive behaviour. ✓ I can identify and describe emotional need and how they change. ✓ I can define and explain the qualities of friendship. <p>British Values/Citizenship</p> <ul style="list-style-type: none"> ✓ I can discuss and evaluate likes and dislikes of their designs. ✓ I can discuss different roles and responsibilities. ✓ I can undertake an enterprise project. 	<p>Art/DT</p>	<p><i>Children will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials; 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 use stories, music, poems as stimuli ✓ I can select and use materials. ✓ I can use texture to embellish work. ✓ I can use texture in Fabric making. ✓ I can generate ideas through brainstorming and identify a purpose for their product. ✓ I can draw up a specification for their design. ✓ I can create pattern for purpose. ✓ 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 attempts fail. ✓ I can generate ideas through brainstorming and identify a purpose for their product. ✓ I can draw up a specification for their design. ✓ I can use skills in using different tools and equipment safely and accurately. ✓ I can weigh and measure accurately (time, dry ingredients, liquids). ✓ I can apply the rules for basic food hygiene and other safe practices e.g. <i>hazards relating to the use of ovens.</i>
<p>PE</p>	<p>Outdoor (1) Invasion Games – Basketball</p> <p>Indoor (2) – Dance</p>	<p>Music</p>	<p><i>Children will use the BBC Viking Saga Songs plus Charanga</i></p> <ul style="list-style-type: none"> ✓ I can plan, perform and play using voices as instruments with increasing accuracy, fluency, control and expression. ✓ I can develop an understanding of History of Music.

Visits	Possible Viking experience at school	Topic Days	Day 3 – Cooking a Viking feast (invite parents??) Day 4 – Enterprise Event (Christmas Fair)
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Useful websites and books to support learning at home

<p>Mathematics Times Table Rock Stars (TTRS) - https://trockstars.com/ Hit the Button - https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>English/Reading/Spelling Inspiration for writing and reading - https://www.onceuponapicture.co.uk/ Listen to a story and follow along - https://www.storynory.com/</p> <p>Books to read to support our topic</p> <ul style="list-style-type: none"> • 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 <p>French http://www.crickweb.co.uk/ks2french.html</p>	<p>Topic https://www.winchester-cathedral.org.uk/wp-content/uploads/Useful-Anglo-Saxon-Weblinks.pdf https://www.heroicage.org/as.php https://www.bbc.co.uk/bitesize/topics/zxsbcdm/resources/1</p> <p>Science https://www.bbc.co.uk/bitesize/topics/zryycdm</p> <p>RE https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-what-is-islam/zbmrwty</p> <p>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/zjy3382</p> <p>Art Origami https://safeyoutube.net/w/PpJE https://www.artforkidshub.com/</p>
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