



<b>Year A/B:</b> A	<b>Year Group:</b> 5&6	<b>Unit/Topic:</b> The Struggle for Power <i>Vikings &amp; Anglo Saxons</i> (History Focus)
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Key Texts	Reading Key Focus	Writing	Maths
<p><b>Viking Boy by Tony Bradman;</b> She Wolf by Dan Smith; Way of the Waves by Janina Ramierez; Anglo-Saxon Boy by tony Bradman; The Great Viking Adventure by Ally Kennan; Arthur and the Golden Rope by Todd Stanton; Terry Deary's Viking Tales; Viking Sagas – BBC Schools radio; 100 Facts: Vikings; Viking Long ship – Spectacular Visual Guides Collection; To Asgard! Poem from Falling out of the Sky.</p>	<p>Y5 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; recommending books that they have read to their peers, giving reasons for their choices; summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Y6 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; predicting what might happen from details stated and implied</p>	<p>Narrative - Adventure Poetry (structured)</p> <p>Y5 - proof-read for spelling and punctuation errors; selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; using a wide range of devices to build cohesion within and across paragraphs; assessing the effectiveness of their own and others' writing</p> <p>Y6 - proof-read for spelling and punctuation errors; noting and developing initial ideas, drawing on reading and research where necessary; in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed; ensuring the consistent and correct use of tense throughout a piece of writing; ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register; using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>Number: Place Value Number: Four operations</p>
Science (Illustrating Life Cycles)	Computing	History	Geography
<p>Working Scientifically (Ongoing) -describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -describe the life process of reproduction in some plants and animals. - Cornerstones Investigation - Why do Birds Lay Eggs?</p>	<p>No topic for this half term - review/recap e-safety?</p> <p>-Appreciate the need to use complex passwords and keep them secure.</p> <p>-Understand the safe use of mobile technology and GPS</p>	<p>Which time period do they fit in? (link onto a time line);Where did the Vikings/Saxons come from?; What was the difference in lifestyles between the Vikings/Saxons?; How did they travel/explore?; What impact have Vikings/Saxons had on modern day lives?</p> <p><b>Computing Objectives to Include:</b></p>	<p>Not covered in this topic</p>

		-Understand some elements of how search engines select and rank results -Be discerning in evaluating digital content	
<b>Art &amp; Design</b>	<b>Design &amp; Technology (DT)</b>	<b>Physical Education (PE)</b>	<b>Music</b>
Observational drawings – movement, shade, texture & tone Science link - illustrating life cycles		Invasion Games Fitness	<p><b>Year 5:</b> -perform independent parts keeping to a steady beat -Improve their work through analysis, evaluation and comparison -Perform using notation as support</p> <p><b>Year 6:</b> -perform independent parts keeping to a steady beat -Improve their work through analysis, evaluation and comparison</p> <p><b>Ongoing:</b> <i>Singing objectives to be covered during Singing Assembly and fed into music lessons where possible</i> <i>History of Music objectives to be fed into music lessons where possible</i></p>
<b>Learning to Thrive (PSHE)</b>	<b>French (MfL)</b>	<b>Religious Education (RE)</b>	
How to keep safe online  <b>Computing Objectives to Include:</b> -Appreciate the need to use complex passwords and keep them secure -Understand the safe use of mobile technology and GPS -Have some understanding of how encryption works on the web  Growth mindset	La Tour de France Famous French individuals – Ravel/Debussy More countries Holiday accommodation Vocabulary associated with the zoo, beach and theme park Using the perfect past tense	Key Question: Is Believing in God Reasonable? (Multi/Humanist)	

