





Curriculum | Medium Term Plan – Summer 2024 Year Five

Challenge Pack:	Invade and Attack	Challenge outcome:	Children will create a playscript And reenact battle scenes in relation to the British invasion.	NC Year: Length of term:	(7 & 7 weeks)
Summary:	This challenge pack begins by exploring the historic invasions from the Roman period through to the Anglo-Saxons and Vikings. The focus then shifts into looking at the change in settlements and lifestyles in the UK because of these invasions. Following this, we look at materials and their changes in state, before using this knowledge to create our own models and tapestries to help rein act the times.				
Key texts:	<u>Fiction:</u> Viking Boy by Tony Brandon Anglo Saxon Boy by Tony Brandon	Trips and visits:	Warwick Castle	Inspire parent sessions:	5SC 11/10/23 5JS 04/10/23 5RG 27/09/23
	<u>Non-Fiction:</u> Norse myths by Kevin Crossley-Holland 50 things you should know about the Vikings	Science Units	Properties and changing states of materials	PE: Music:	Personal, social, cognitive, creative, Applying Physical, Health and Fitness Guitars
 Physical Oracy (Voice, Body Language)	 Linguistic Oracy (Vocabulary, language, rhetorical techniques)	 Cognitive Oracy (Content, Structure, clarifying and summarizing, self-regulation and Reasoning)	 Social & Emotional Oracy (Working with others, Listening and responding, Confidence in speaking, Audience Awareness)		
For body language to become increasingly natural. To project their voice to a large audience	To use an increasingly sophisticated range of sentence stems with accuracy.	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. To identify when a discussion is going off topic and to be able to bring it back on track	Listening actively for extended periods of time. To speak with flair and passion.		

	Maths:	English:	Phonics: VIPERS text:	NICER:	Discrete/ Special events:
08.04.24 (1)	<p>Area of learning: Decimals</p> <p>Knowledge of skills: Consolidate decimals learning from Spring Term Short assessment tasks, create interventions where necessary.</p> <p>Skills</p> <p>Children add decimals within one whole. They use place value counters and place value charts to support adding decimals and understand what when we exchange between columns.</p> <p>Mental maths focus: Rapid recall of multiplication facts "Going for gold"</p>	<p>Purpose: Writing to entertain</p> <p>Text type: Character/setting description based on Gunnar (Viking Boy) to entertain the reader</p> <p>Knowledge and skills: Identify and use expanded noun phrases to create an image in the readers mind Use figurative language to create an image and feelings in relation to the character and setting. Use a wide range of punctuation accurately and consistently</p> <p>Vocabulary: Romans, Vikings, Battle, Invasion, War, plundering, Weapons, tools, shields.</p>	<p>Who let the Gods out?</p> <p>(Link to character and setting description)</p> <p>Vipers -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p>Invade and attack (Challenge Pack)? Introduction to Challenge pack. Understanding of what we will be learning about and why – what is our outcome?</p> <p>Lesson 1: Explore challenge pack: TASC Wheel/ Complete 'Explore the Challenge' page. CAFRA for trip (date of trip dependent). Thinking hats and PMI based on Hook (tbc with trip).</p> <p>Welcome to Britain! (Children to identify using maps the location of the UK and its countries including the cities which were key fortresses.)</p> <p>Killer Questions Where did invaders of Britain come from? Where is Britain did they start their invasions and why?</p> <p>G3.1b -As Geographers WALT: locate countries in the UK so they can plot key historic cities. Outcome- Children will plot historic sites on a UK map</p> <p>G3.2a - As Geographers WALT: compare and contrast geographical features of UK, Italy and Brazil. Outcome – Children will label geographical features and then use this information to complete a Venn diagram to identify similarities and differences</p>	<p>Ramadan Ends</p> <p>Eid Al Fitr</p> <p>Vaisakhi</p>
Homework	<p>Number bond or timetables practise: 4/7 x tables focusing on all 4 number sentences for each calculation</p>	<p>Spellings: Words containing the letter string ough</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: who has attacked Britain through history and why?</p>	<p>4PA INSPiRE 1NH Assembly</p>

15.04.24 (2)	<p>Area of Learning Percentages and their relation to fractions and decimals (making links)</p> <p>Skills Children represent percentages as fractions using the denominator 100 and make the connection to decimals and hundredths. Children will recognise percentages, decimals and fractions are different ways of expressing proportions.</p> <p>Mental maths Revise multiplication strategies</p> <p>How can we multiply larger numbers using our knowledge of times tables.</p>	<p>Purpose: Writing to entertain</p> <p>Text type: Description of a battle (bringing character and setting description together from previous week) based on Viking Boy battle scene.</p> <p>Text: Viking boy</p> <p>Knowledge and skills: Identify and use speech to reveal more about the character Use figurative language to create an image and feelings in relation to the character and setting. Use a wide range of punctuation accurately and consistently</p> <p>Vocabulary: Romans, Vikings, Battle, Invasion, War, plundering, Weapons, tools, shields.</p>	<p>Viking Boy (Link to character and setting description)</p> <p>Vipers -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p>G3.4b - As Geographers WALT: identify and use an eight-point compass Outcome – Children will create and use an eight-point compass to plot objects on a map (coordinates)</p> <p>Link to Challenge Outcome – Children will their develop their understanding of the UK and why it was susceptible to invasion.</p> <p>Invade! (Children identify key events involving settlements of Anglo Saxons, Vikings and Scots)</p> <p>Killer Questions Who invaded Britain first? Why did they invade and settle?</p> <p>G3.4b - As Geographers WALT: use grid references to build our knowledge of the UK. Outcome – Children will plot cities using grid references</p> <p>H3.1a -As Historians WALT: Populate a timeline of invaders throughout British history. Outcome- Children create a class timeline</p>	World Heritage Day
Homework	<p>Number bond or timetables practise: Random tables (use 99 club)</p>	<p>Spellings: Adverbials of time</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: What are the most common materials in school or home? Why have they been chosen for their job based on their properties.</p>	
22.04.24 (3)	<p>Area of learning: Decimal calculations</p> <p>Knowledge of skills: Adding/subtracting decimals to 1 Compliments of decimals to 1 Crossing the whole</p> <p>Skills Children build on their understanding that 0.45 is 45 hundredths, children can use a hundred square to add decimals.</p>	<p>Purpose: Writing to entertain</p> <p>Text type: Poetry about battle/war (Linked to battle scene from Viking boy)</p> <p>Text: Viking Boy</p> <p>Knowledge and skills: Use commas Identify and use verbs, adverbs, prepositions and conjunctions appropriately Recognise and use varied sentence types</p>	<p>Viking Boy (Link to character and setting description)</p> <p>Vipers -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p>H3.2b -As Historians WALT: Identify the differences between primary and secondary sources. Outcome – Children describe and give example of primary and secondary sources.</p> <p>Link to Challenge Outcome – Children will develop an overview of key periods of invasion on Britain and where knowledge may have been gathered from before delving into individual eras.</p> <p>Science - Killer Questions How can you distinguish between different types of materials by their properties? This term, as scientists, we are going to explore the properties of materials.</p>	St George's Day Passover

	<p>Mental maths focus: Mentally adding and subtracting decimals up to 1DP</p>	<p>Vocabulary: Romans, Vikings, Battle, Invasion, War, plundering, Weapons, tools, shields.</p>		<p>S3.1x/2b - As Scientists WALT: identify the properties of materials so that we can compare solids, liquids and gasses (Lesson 1) Outcome – Children will draw particles for each state of matter and classify them according to their properties (hardness, solubility, transparency and conductivity)</p>	
Homework	<p>Number bond or timetables practise: Finding rules for multiples of numbers</p>	<p>Spellings: Adverbials of place</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Research the history of the Romans, who were they? What did they do? How can we present this?</p>	4OS INSPiRE
29.04.24 (4)	<p>Area of learning: Adding and subtracting decimals</p> <p>Skills</p> <p>Children use their skills at finding complements to 1 to support their thinking when crossing the whole. Children will need flexibility at partitioning decimals as bridging will be extremely important.</p> <p>Knowledge of skills: Adding and subtracting decimals with the same number of decimal places Problem solving with + and – of decimals Subtracting and adding decimals with a different number of decimal places.</p> <p>Mental maths focus: Multiplication basic skills up to 12 x12 99 club Going for gold</p>	<p>Purpose: Writing to entertain</p> <p>Text type: Poetry about battle/war (Linked to battle scene from Viking boy)</p> <p>Text: Viking Boy</p> <p>Knowledge and skills: Use commas Identify and use verbs, adverbs, prepositions and conjunctions appropriately Recognise and use varied sentence types</p> <p>Vocabulary: Romans, Vikings, Battle, Invasion, War, plundering, Weapons, tools, shields.</p>	<p>50 things you should know about the Vikings</p> <p>(Link to final outcome)</p> <p>Vipers -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p>Roman Empire! (Children identify key events resulting in the Roman Empire))</p> <p>Killer Questions Why did Romans invade Britain?</p> <p>H3.1d- As Historians WALT: Use secondary resources so that we can explore the Roman Invasion Britain. Outcome: Children will explore the following: When? Why? How? Effects, short and long term?</p> <p>How did their invasion change the map of the UK?</p> <p>H3.1b – As Historians WALT: sequence key events in Roman British history. Outcome- Children will sequence key events</p> <p>Link to Challenge Outcome – Children will develop their understanding of the Roman invasion of Britain and their influence on life today so that children are able to re-enact key events and changes over time.</p> <p>S3.1x/2b - As Scientists WALT: identify the properties of materials so that we can compare solids, liquids and gasses (Lesson 2))</p>	
Homework	<p>Number bond or timetables practise: Mixed calculations including decimals homework for half term learning.</p>	<p>Spellings: Words with an /ear/ sound spelt ere</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Why do we study the Romans – why were they so important to modern European history?</p>	

06.05.24 (5)	<p>Area of learning: Adding/Subtracting Wholes and Decimals</p> <p>Skills</p> <p>Children subtract numbers with the same number of decimal places. They use place value counters and a place value grid to support them with their exchanging</p> <p>Knowledge of skills: Adding and subtracting decimals Multiplying and dividing decimals by 10,100 and 1000 Decimal patterns</p> <p>Mental maths focus: Mental strategies for adding/subtracting decimals to 1</p>	<p>Purpose: Discuss Text type: Review of a castle (linked to castle visit)</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> Use a wide range of punctuation accurately and consistently Recognise and use abstract nouns Identify and use nouns, pronouns, adjectives and determiners appropriately Identify and use verbs, adverbs, prepositions and conjunctions appropriately <p>Vocabulary: Castles, throne, kings, queens, Romans, Vikings, Battle, Invasion, War, plundering, Weapons, tools, shields.</p>	<p>(Link to final outcome)</p> <p>Vipers -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p>Roman Empire! (Children identify key events resulting in the Roman Empire))</p> <p>Killer question. Why did the Roman invasion of Britain end? What was it like to be a soldier compared to an ordinary citizen? How did a person become a Roman soldier? How were criminals treated in Roman society?</p> <p>H3.1d - As Historians WALT -Use a range of resources so that we can understand the legacy the Romans left behind. Outcome: Look at key innovations, i.e. central heating, roads, baths etc.</p> <p>H3.1d/ H3.2b As Historians WALT - Use our understanding of the Romans so that we can identify differences between different members of society.</p> <p>Outcome: Children will identify and describe the different roles in society and how it links to Roman times.</p> <p>S3.1z/a - As Scientists WALT: understand how properties of materials can be altered. (Lesson 1)</p>	<p>May Day</p> <p>Sir David Attenborough's Birthday</p> <p>Florence Nightingale's birthday</p> <p>International Nurses Day</p> <p>World Fairtrade Day</p> <p>National Children's day</p>
Homework	<p>Number bond or timetables practise: Finding rules for multiples of numbers</p>	<p>Spellings: Adding prefixes de- and re-</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: What is the difference between materials, what makes a material the composition it is? How can it be changed?</p>	<p>3SW Class assembly</p>
13.05.24 (6)	<p>Area of learning: identifying and Measuring Angles</p> <p>Knowledge of skills: Using protractors to measure angles in degrees Compare and order angles</p> <p>Skills</p> <p>Children develop their understanding of obtuse and</p>	<p>Purpose: Discuss Text type: Review of a castle (linked to castle visit)</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> Use a wide range of punctuation accurately and consistently Recognise and use abstract nouns Identify and use nouns, pronouns, adjectives 	<p>(Link to final outcome)</p> <p>Vipers -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p>H3.1d - As Historians WALT-Use our understanding of The Roman empire so that we can understand how the invasion of Britain ended.</p> <p>Outcome: the children will draw together their understanding of the invasion of Britain to understand the legacy they left behind and how the fall of the empire affected Romans in Britain.</p> <p>Link to Challenge Outcome – Children will develop their understanding of the Roman invasion of Britain and their influence on life today so that children are able to reenact key events and changes over time.</p>	<p>Walk to School Week</p> <p>Pentecost</p>

	<p>acute angles by comparing with a right angle. They will use an angle measurer to check whether angles are larger or smaller than a right angle.</p> <p>Mental maths focus: Mentally multiplying and dividing decimal numbers using 10,100 and 1000</p>	<p>and determiners appropriately</p> <ul style="list-style-type: none"> Identify and use verbs, adverbs, prepositions and conjunctions appropriately <p>Vocabulary: Castles, throne, kings, queens, Romans, Vikings, Battle, Invasion, War, plundering, Weapons, tools, shields.</p>		<p>S3.1z/a - As Scientists WALT: understand how properties of materials can be altered.</p> <p>Outcome – Children will plan an investigation and predict what will happen to materials when dissolved and how this can be recovered (Lesson 2)</p>	
Homework	<p>Number bond or timetables practise: Addition and subtraction using measures calculations</p>	<p>Spellings: Adding verb prefix over-</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: What materials have you got at home? What are their jobs? Why are they the best materials available? Create a CAF</p>	<p>3TB Class assembly Everybody write day</p>
20.05.24 (7)	<p>Maths Autumn Spring Consolidation, retrieval and review.</p>	<p>Purpose: Discuss Text type: Review of a castle (linked to castle visit)</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> Use a wide range of punctuation accurately and consistently Recognise and use abstract nouns Identify and use nouns, pronouns, adjectives and determiners appropriately Identify and use verbs, adverbs, prepositions and conjunctions appropriately <p>Vocabulary: Castles, throne, kings, queens, Romans, Vikings, Battle, Invasion, War, plundering, Weapons, tools, shields.</p>		<p>Killer Questions Why did Saxons invade Britain? What was the impact of the invasion?</p> <p>H3.1d - As Historians WALT: Use secondary resources so that we can explore the Anglo-Saxon Invasion of Britain Outcome: Children will explore the following: When ? Why ? How ? Effects, short and long term? How did their invasion change the map of the UK?</p> <p>H3.1b - As Historians WALT: sequence key events in Anglo-Saxon British history. Outcome- Children will sequence key events</p> <p>S3.1z/a - As Scientists WALT: understand how properties of materials can be altered. Outcome – Children will carry out and observe investigation and predict what will happen to materials when dissolved and how this can be recovered (Lesson 3)</p>	
Homework	<p>Number bond or timetables practise: Multiplication and division calculations involving measures</p>	<p>Spellings: Convert nouns or verbs in adjectives using suffix –ful</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Can you describe any similarities and differences between Roman and Anglo Saxon Britain?</p>	

Half Term

Area of learning: Angles

Skills

Children compare and order angles in ascending and descending order.

Children identify and order angles in different representations including shapes on a grid.

Knowledge of skills:
Exploring angles on straight lines and within shapes
Drawing angles and shapes accurately using our understanding of angles and protractors.

Mental maths focus:
Mental calculations involving angles

Purpose: Discuss

Text type: Balanced argument based on 'Should countries intervene in foreign conflict?'

Text:

Knowledge and skills:
Use a wide range of punctuation accurately and consistently
Recognise and use abstract nouns
Identify and use nouns, pronouns, adjectives and determiners appropriately
Identify and use verbs, adverbs, prepositions and conjunctions appropriately

Vocabulary: Throne, Saxon, Anglo Saxon, Battle, Invasion, War, plundering, Weapons,,shields, bloodshed.

Norse Myths

(Link to playscript)

Vipers

- Vocabulary
- Close Reading
- Comprehension
- Reading for pleasure/ Reading Plus
- Reading games/ Reading Plus

The Vikings ! (Children identify key events resulting in the Viking invasion))

Killer Questions
Why did Vikings invade Britain?
What was the impact of the invasion?

H3.1d - As Historians WALT: Use secondary resources so that we can explore the Vikings Invasion of Britain.
Outcome: Children will explore the following:

- When ?
- Why ?
- How ?
- Effects, short and long term?

How did their invasion change the map of the UK?

H3.1b - As Historians WALT: sequence key events in Viking British history.
Outcome- Children will sequence key events
Who were the Anglo Saxons? (Children explore the effects of the Anglo Saxons on Britain))

Viking Invasion (Children identify key events resulting in the Roman Empire))

Killer question.
Why did the Viking invasion of Britain end?

H3.1d As Historians WALT - Use a range of resources so that we can understand the effects the Vikings had on the people of Britain.
What was life like under Viking rule?

S3.1c/2d - As Scientists WALT: demonstrate that change in states of matter are reversible
Outcome – Children will plan and conduct their experiment (Lesson 1)

Link to Challenge outcome: Children will develop their understanding of materials so that they can consider

Anne Frank's Birthday

Father's day

				which materials would be suitable for tools for an Invasion.	
Homework	Number bond or timetables practise: Multiplication and division calculations involving measures	Spellings: Convert nouns or verbs in adjectives using suffix –ive	Rocket Phonics Levelled reader Reading Plus	Flipped homework: We've learnt about a fictional Viking Boy from our class reader. If Viking boy was factual, what other details would you add to the story and why?	
10.06.24 (9)	<p>Area of learning: Shapes</p> <p>Skills</p> <p>Children will classify triangles for the first time using the name isosceles , scalene and equilateral. Children will use rules to measure the sides in order to classify them correctly.</p> <p>Knowledge of skills: Reasoning about 2 and 3d shapes Explore quadrilaterals Regular and irregular polygons Applying knowledge of 2d shapes to reason about 3d shapes.</p> <p>Mental maths focus: Multiplication basic skills up to 12 x12 99 club Going for gold</p>	<p>Purpose: Discuss</p> <p>Text type: Balanced argument based on 'Should countries intervene in foreign conflict?'</p> <p>Text:</p> <p>Knowledge and skills: Use a wide range of punctuation accurately and consistently Recognise and use abstract nouns Identify and use nouns, pronouns, adjectives and determiners appropriately Identify and use verbs, adverbs, prepositions and conjunctions appropriately</p> <p>Vocabulary: Throne, Saxon, Anglo Saxon, Battle, Invasion, War, plundering, Weapons,,shields, bloodshed.</p>	<p>Norse Myths (Link to playscript)</p> <p>Vipers -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p>H3.1d/ H3.2b As Historians WALT - describe the day to day lives of a range of people living in Viking times. What was it like to be a Viking warrior? What was it like to be poor or rich, what were the similarities and differences in Viking society?</p> <p>H3.1d As Historians WALT: Use a range of sources so that we can compare the Viking invasion of Britain to The Roman invasion.</p> <p>Link to Challenge outcome: Children will learn about the Vikings and their impact on Britain so that they are able to re-enact and share information as part of the outcome.</p> <p>H3.1a -As Historians WALT: Populate a timeline of invaders throughout British history. Outcome – This timeline will include Anglos Saxons, Vikings and Romans</p> <p>S3.1c/2d - As Scientists WALT: demonstrate that change in states of matter are reversible Outcome – Children will observe and record their experiment (Lesson 2)</p>	<p>Anne Frank's Birthday</p> <p>Father's day</p>
Homework	Number bond or timetables practise:	Spellings: Adding verb prefix over-	Rocket Phonics Levelled reader Reading Plus	Flipped homework: How can we live healthy lives, both physically and spiritually? What do we do that makes us healthy in mind and body Create a CAF to show your thoughts.	3SU Class assembly

17.06.24 (10)	<p>Area of learning: Geometry: Position and transition on grids</p> <p>Skills The first quadrant 4 quadrants Translation Reflection</p> <p>Children look at squares and rectangles on a grid to identify right angles. Children use the square grids to reason about length and angles, for example half a right angle is 45 degrees.</p> <p>Knowledge of skills: Use coordinates to plot the position of shapes Manipulate coordinates to describe position and translation Symmetry using mirror lines</p> <p>Mental maths focus: Mental adding and subtracting quantities of amounts, i.e in cm/g/km etc Fraction of amounts</p>	<p>Purpose: Discuss</p> <p>Text type: Balanced argument based on ‘Should countries intervene in foreign conflict?’</p> <p>Text:</p> <p>Knowledge and skills: Use a wide range of punctuation accurately and consistently Recognise and use abstract nouns Identify and use nouns, pronouns, adjectives and determiners appropriately Identify and use verbs, adverbs, prepositions and conjunctions appropriately</p> <p>Vocabulary: Throne, Saxon, Anglo Saxon, Battle, Invasion, War, plundering, Weapons, shields, bloodshed</p>	<p>Norse Myths</p> <p>(Link to playscript)</p> <p>Vipers -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p>A3.1/2 – As British Citizen WALT: identify healthy and unhealthy family life so that we can recognise the impact on us. Outcome- Children will complete a cause and effect model based on different scenarios of family life</p> <p>C3.4 - As British Citizens WALT: identify an anarchy, democracy and a monarchy in society. Outcome- Children will complete a mind map showing the role of each while completing a short role play making decisions based on their role. Lets Get Coding (Children will spend the week programming creating their own game)</p> <p>Killer Questions How does ‘command’ code work? How are games created? Why is it important to know how to debug?</p> <p>C3.a,b,c,d – As Digital Technicians WALT: understand and use command code and Javascript to program Outcome- Children will use repetition, sequence and patterns to design and code using Swift playgrounds</p> <p>S3.1 X - As Scientists WALT: use our understanding of materials so that we can describe why they are used for different jobs. (Lesson 1)</p> <p>Link to Challenge outcome: Children will develop their understanding of materials so that they can consider which materials would be suitable for tools for an Invasion.</p>	<p>Eid Al Adha</p> <p>World Music Day</p> <p>World Refugee Day</p> <p>Summer Solstice</p> <p>Armed forces day</p> <p>Shavuot</p>
Homework	<p>Number bond or timetables practise: Mixed multiplication worded problems.</p>	<p>Spellings: Convert nouns or verbs in adjectives using suffix –ful</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Design a computer game (either on a device or a story board style on paper) that is connected with the historical work we have done this year.</p>	<p>2KK Class assembly</p>
24.06.24 (11)	<p>Area of learning: Measuring</p> <p>Skills Children multiply and divide by 1000 to convert between kilometres and metres.</p>	<p>Purpose: Writing to entertain Text type: Playscript retelling how Thor got his hammer (Norse Myths)</p> <p>Knowledge and skills: Use relative clauses to provide more information</p>	<p>Vipers -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p>C3.e,f,g – As Digital Technicians WALT: debug and solve problems. Outcome- Children will use Swift Playground to debug and solve problems.</p> <p>C3.e,f,g – As Digital Technicians WALT: debug and solve problems. Outcome- Children will use Swift Playground to debug and solve problems.</p>	

	<p>They will apply their understanding of adding and subtracting with four-digit numbers to find two lengths that will add up to a whole number of kilometres.</p> <p>Knowledge of skills: Kilometres Kilograms and kilometres Metric units, calculations and investigations.</p> <p>Mental maths focus: Multiplication basic skills up to 12 x12 99 club Going for gold</p>	<ul style="list-style-type: none"> Identify and use stage directions Use a wide range of punctuation accurately and consistently <p>Vocabulary: Thor, Vikings, myths, Battle, Mjöllnir, War, worshipped, Weapons, law and order shields.</p>		<p>S3.1 X - As Scientists WALT: use our understanding of materials so that we can describe why they are used for different jobs. (Lesson 2)</p> <p>Link to Challenge outcome: Children will develop their understanding of materials so that they can consider which materials would be suitable for tools for an Invasion.</p>	
Homework	<p>Number bond or timetables practise: multiplication worded problems.</p>	<p>Spellings: Convert nouns or verbs in adjectives using suffix –ive</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Create complex pattern you would find on a historical tapestry</p>	<p>2SP Class assembly Summer Fair (Weds)</p>
01.07.24 (12)	<p>Area of learning: Measure, Measuring, volume and capacity</p> <p>Skills</p> <p>Children are introduced to imperial units of measures for the first time. They understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Children focus on the use of milli- in units of length and mass. They understand that milli-means 1/1000. They convert from mm, litres and ml and vice-versa.</p> <p>Knowledge of skills:</p>	<p>Purpose: Writing to entertain Text type: Playscript retelling how Thor got his hammer (Norse Myths)</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> Use relative clauses to provide more information Identify and use stage directions Use a wide range of punctuation accurately and consistently <p>Vocabulary: Thor, Vikings, myths, Battle, Mjöllnir, War, worshipped, Weapons, law and order shields.</p>	<p>Vipers -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p>Let's get creating!</p> <p>Killer Questions What different techniques can we use to create resources?</p> <p>A3.3d/e – As Artists WALT: identify and create complex patterns so that we can create shields Outcome- Children will create shields which will be used in their final outcome</p> <p>A3.3d/e /5a– As Artist WALT: identify and create complex patterns so that we can create shields Outcome- Children will create shields which will be used in their final outcome / PMI final piece</p> <p>D3.2a/b/c – As Design Technicians WALT: create clothing for our final outcome Outcome- Children will measure and join materials to create costumes for their final outcome.</p> <p>D3.2a/b/c – As Design Technicians WALT: create clothing for our final outcome Outcome- Children will measure and join materials to create costumes for their final outcome.</p>	<p>World Chocolate Day</p> <p>NHS Birthday</p>

	<p>Imperial Units measures Converting between metric/ imperial measures Calculations involving both</p> <p>measuring comparing calculations involving volume and capacity making links with other measures calculations and activities.</p> <p>Mental maths focus: The number is... What is the question?</p>			<p>Link to Challenge outcome: Children will create various resources that they will be able to use as part of their re-enactments.</p> <p>Science Unit retrieval and evaluation – Properties of materials and changing states</p>	
Homework	<p>Number bond or timetables practise: Mixed multiplication investigations</p>	<p>Spellings: Convert nouns or verbs in adjectives using suffix –al</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework:</p>	<p>2OP Class assembly Sports days</p>
08.07.24 (13)	<p>Year 5 consolidation – based on assessment outcomes</p>	<p>Purpose: Entertain</p> <p>Text type: Playscript/Drama (linked to final outcome)</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> • Use intonation, tone and volume • Identify and use expression • Identify and use nouns, pronouns, adjectives and determiners appropriately <p>Vocabulary: Throne, Saxon, Anglo Saxon, Battle, Invasion, War, plundering, Weapons,,shields, bloodshed.</p>		<p>Bringing our learning all together.</p> <p>Time to perform our plays, using our shields and historic knowledge!</p> <p>Science – 5 unit retrieval and assessment (All 5 units taught across tis year</p>	<p>World Population day Bastille Day Emmeline Pankhurst’s birthday</p>
Homework	<p>Number bond or timetables practise:</p>	<p>Spellings:</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework:</p>	<p>Leavers Production</p>

15.07.24 (14)

Nelson Mandela day

Day for international justice.

Muharram

Anniversary of the moon landing