





Curriculum | Medium Term Plan - Summer Year Five

Challenge Pack:	Invasion and Attack	Challenge outcome:	Children will create a playscript And reenact battle scenes in relation to the British invasion.	NC Year: Length of term:	(4 & 7 weeks)		
Summary:	This challenge pack begins by exploring the historic invasions: 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 – will you go again? Linked to writing objective in week 5/6	Inspire parent sessions:			
	<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:			
	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:	NICER:
(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: Vikings, Vikings, Battle, Invasion, War, plundering, Weapons, tools, shields.</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 (during the Viking and anglo-saxon period)</p> <p>G3.2a - As Geographers WALT: compare and contrast geographical features of UK, Norway and The USA (picking areas Vikings landed). Outcome – Children will label geographical features and then use this information to identify similarities and differences</p>
(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</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: Vikings, Vikings, Battle, Invasion, War,</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 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>Revise multiplication strategies</p> <p>How can we multiply larger numbers using our knowledge of times tables.</p>	<p>plundering, Weapons, tools, shields.</p>	<p>H3.1a -As Historians WALT: To be able to place historical eras in context Outcome- Children to use knowledge to populate a time line of history they know and include the new addition to the timeline.</p>
(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 Skills</p> <p>Children build on their understanding that 0.45 is 45 hundredths, children can use a hundred square to add decimals.</p> <p>Mental maths focus: Mentally adding and subtracting decimals up to 1DP</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: Vikings, Vikings, Battle, Invasion, War, plundering, Weapons, tools, shields.</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> <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>
(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:</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: Vikings, Vikings, Battle, Invasion, War, plundering, Weapons, tools, shields.</p>	<p>Viking (Children identify key events resulting in the Viking Empire))</p> <p>Killer Questions Why did Vikings invade Britain? Who were the Anglo-Saxons?</p> <p>H3.1d –As Historians WALT: Understand where the Saxons came from.</p> <p>Enquiry question: why was England an attractive target for the raiders?</p> <p>Outcome: Chn to use an atlas to find out where the different invaders came from and which part of Britain they invaded. Children to focus on where the Saxons settled in the uk and how we know today.</p>

	<p>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>H3.1d- As Historians WALT: Understand historic reasoning for invasions of Britain.</p> <p>Enquiry question: why was England an attractive target for the Vikings?</p> <p>Outcome: Children will explore the following: Who the Anglo-Saxons were. Children should be taught about life in Saxon England focusing on towns and villages.</p> <p>Link to Challenge Outcome – Children will develop their understanding of the Viking 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>
(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:</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, Vikings, Vikings, Battle, Invasion, War, plundering, Weapons, tools, shields.</p>	<p>Viking Empire! (Children identify key events resulting in the Viking Empire))</p> <p><u>Killer question.</u> Why did the Viking invasion of Britain end? What was it like to be a soldier compared to an ordinary citizen? How did a person become a Viking soldier? How were criminals treated in Viking society?</p> <p>H3.1d- As Historians WALT: Understand historic reasoning for invasions of Britain</p> <p>Enquiry question: why was England an attractive target for the Vikings?</p> <p>Outcome: Who the Anglo-Saxons were. Children should be taught about life in Saxon England focusing on monastery</p> <p>H3.1b – As Historians WALT: sequence key events in Anglo-Saxon Britain.</p> <p>Enquiry question: why was England an attractive target for the Vikings?</p> <p>Outcome- Children will sequence key events focusing on the raids and understanding the fear they caused due to violent raids and pillaging.</p>

	<p>Mental strategies for adding/subtracting decimals to 1</p>		<p>H3.1d - As Historians WALT - understand that timelines exist and overlap</p> <p>Enquire question: Outcome: Compare the timelines of the Saxons and the Vikings to allow them to see how they are linked together and cross over. Focus on scaling and duration of events.</p> <p><u>Outcome: Children will identify and describe the different roles in society and how it links to Viking times.</u></p> <p>S3.1z/a - As Scientists WALT: understand how properties of materials can be altered. (Lesson 1)</p>
(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 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>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, Vikings, Vikings, Battle, Invasion, War, plundering, Weapons, tools, shields.</p>	<p>H3.1d - As Historians WALT: Use secondary resources so that we can explore the Vikings Invasion of Britain. Outcome: focusing on Lindisfarne, Children will explore the following:</p> <ul style="list-style-type: none"> • When ? • Why ? • How ? <p>Link to Challenge Outcome – Children will develop their understanding of the Viking invasion of Britain and their influence on life today so that children are able to reenact key events and changes over time.</p> <p>S3.1z/a - As Scientists WALT: understand how properties of materials can be altered. Outcome – Children will plan an investigation and predict what will happen to materials when dissolved and how this can be recovered (Lesson 2)</p>

<p>(7)</p>	<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, Vikings, Vikings, Battle, Invasion, War, plundering, Weapons, tools, shields.</p>	<p><u>Killer Questions</u> 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 Viking Invasion of Britain</p> <p>Children to explore how the Vikings took over England, where did they raid, how they interacted with the anglo-saxons. Look at how the Anglo-Saxons saw the Vikings.</p> <p>H3.1d - As Historians WALT: Use secondary resources so that we can explore the Viking Invasion of Britain</p> <p>Outcome- Children will explore how the Anglo-Saxons felt about the Vikings, as a village children will debate their feelings using their knowledge from the previous lesson. Focus to be on how people would have been effected then over a modern view.</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> <p>H3.1b/ H.2b- As Historians WALT: understand who the Vikings were and why they came to Britain</p> <p>Outcome- children will explore life for the Viking times, what countries they came from and what kind of people they were. Looking at why this might have lead them to invade Britain.</p>
<p>(8)</p>	<p>Area of learning: Angles</p> <p>Skills</p> <p>Children compare and order angles in ascending and descending order.</p> <p>Children identify and order angles in different representations including shapes on a grid.</p> <p>Knowledge of skills:</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:</p> <p>Use a wide range of punctuation accurately and consistently</p> <p>Recognise and use abstract nouns</p> <p>Identify and use nouns, pronouns, adjectives and determiners appropriately</p> <p>Identify and use verbs, adverbs, prepositions and conjunctions appropriately</p>	<p>The Vikings ! (Children identify key events resulting in the Viking invasion))</p> <p><u>Killer Questions</u> Why did Vikings invade Britain? What was the impact of the invasion?</p> <p><u>Killer question</u> Why did the Viking invasion of Britain end?</p> <p>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.</p> <p>What was life like under Viking rule?</p>

	<p>Exploring angles on straight lines and within shapes Drawing angles and shapes accurately using our understanding of angles and protractors.</p> <p>Mental maths focus: Mental calculations involving angles</p>	<p>Vocabulary: Throne, Saxon, Anglo Saxon, Battle, Invasion, War, plundering, Weapons,,shields, bloodshed.</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>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)</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>
(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>H3.1d As Historians WALT: Discover the effects Alfred the great and the battle of Edington</p> <p>Outcome: Children will learn about who Alfred the great was and the significance of the Battle of Edington</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: pursue a line of enquiry and assess impact Outcome – look into the impact of the battle of Hastings on the Anglo-Saxons and Vikings. .</p> <p>H3.1a -As Historians WALT: investigate cause and effect of significant points in history on Britain</p> <p>Outcome: Children will use prior knowledge to compare what a Viking victory may have meant for the people of Britain.</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>
(10)	<p>Area of learning: Geometry: Position and transition on grids</p> <p>Skills The first quadrant</p>	<p>Purpose: Discuss</p> <p>Text type: Balanced argument based on 'Should countries intervene in foreign conflict?'</p> <p>Text:</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>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>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>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><u>Killer Questions</u> 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>
(11)	<p>Area of learning: Measuring Skills</p> <p>Children multiply and divide by 1000 to convert between kilometres and metres.</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>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> <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, Mjölnir, War, worshipped, Weapons, law and order shields.</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>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>

	<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>		
(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: Imperial Units measures Converting between metric/ imperial measures Calculations involving both measuring comparing</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, Mjölnir, War, worshipped, Weapons, law and order shields.</p>	<p><u>Let's get creating!</u></p> <p><u>Killer Questions</u> <i>What different techniques can we use to create resources?</i></p> <p>A3.3d/e – As <i>Artists</i> 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 <i>Artist</i> 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 <i>Design Technicians</i> 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 <i>Design Technicians</i> WALT: create clothing for our final outcome Outcome- Children will measure and join materials to create costumes for their final outcome.</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>

	<p>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>		
(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>
15.07.24 (14)			