



**Key Question Week 1: Who were the Vikings?**

**Key Text for Linked Learning: Beowulf (Michael Morpurgo)**

**Linked Learning: English/History/Geography/DT**

In English, children will analyse the start of Beowulf, focussing on the writer's use of language. They will write detailed character descriptions of Grendel and Beowulf and/or a setting description of Grendel's lair, enhancing the text by use of figurative language and adverbial phrases, in the style of Michael Morpurgo. In History, children will research and explore who the Vikings were and their country of origin (Scandinavia). They will consider what kind of evidence they have used to learn about the Vikings (Primary, Secondary or other). In Geography, children will locate Scandinavia within Europe, identifying the surrounding countries, using 6-figure grid references. They will identify the capital cities of these countries, using locational and directional language. In DT, children will learn about how Viking ships were constructed and develop their understanding of how to reinforce and strengthen a 3D framework, by making a ship from paper and using paper to strengthen it. They will then test the weight bearing capacity of their strengthened boat frame.

**Maths:** This week, children will recognise, measure and draw a range of angles. They will also draw angles in polygons. They will then recap their knowledge of place value in numbers with 6-digit numbers. They will explore negative numbers, counting through zero and recap Roman Numerals.

**Science:** Children will be introduced to Sir Isaac Newton and Galileo Galilei – and how they developed the theory of Gravity. They will also examine Newton's third Law of Motion. They will revisit their learning from Year 2 on Forces, and extend this to identify the forces of gravity and resistance. They will look at the action of forces and consider whether a force is balanced or unbalanced, by asking scientific enquiry questions based on their observations of the world around them.

**History: See above**

**Geography: See above**

**Computing:** Children will be investigating the APP I-MOVIE by producing a short trailer for Beowulf.

**Music:** Children will investigate basic musical structures such as AB, ABA, AABB. They will use simple rhythmic notation (including quavers, semi-quavers, crotchets, minims and a rest) to record their rhythms and then use these to help them perform their piece.

**Art:** This week children will begin their unit on Pointilism by investigating art in France in the late nineteenth century and review their understanding of the Impressionist Art Movement (Renoir) from Year 4.

**Design Technology: See above**

**PDW / R.E: Children will consider what it is to 'Be Thankful'**

**P.E:** Children will be looking at refining their underarm throwing techniques in order to develop accuracy and applying this to a game of Rounders. They will also begin to explore the rules of the game, including recognising when a ball has been bowled 'in' or 'out' during the game. In Tennis, Children will begin to understand the rules and requirements of the game and will focus on developing the forehand stroke.

**MFL:** Children will take a quiz to test understanding of key Year 5 vocabulary for numbers 32-50, where I live, places in a town and directions and will review any areas they are unsure of.

**Mini Quiz: Children will revisit learning from previous years as well as that from the AUT and SPR terms.**

**Key Question Week 2: Did Viking Cultures/Values have any similarities with British Values?**

**Key Text for Linked Learning: Beowulf (Michael Morpurgo)**

**Linked Learning: English, History, PDW**



In Literacy, the children will continue to read Beowulf. They will investigate ways that they could enhance the impact of a text on the reader by using paragraphs of different lengths to signal a change in mood, action, person or time. They will write a recount of the battle between Beowulf and Grendel in Heorot, describing the fight scene as a first-hand account, indicating degrees of possibility using adverbs such as perhaps, surely and likely. In History, the children will learn about the roles of men and women in Viking society and their Laws (Danegeld, the right of Viking women to own property or be warriors, slavery). They will research Viking Warriors and compare them with soldiers of today, including exploring the significance of the Warriors shield. In PDW, children will recognise that in different cultures, people are treated differently based on their gender and understand that our British Values mean that people are treated equally regardless.

**Maths:** Children will be introduced to decimals this week. They will learn about the place value in 3 place decimals, compare 3 place decimals and begin to subtract decimal numbers by counting up.

**Science:** Children will learn what the force of air resistance is. They will investigate how air resistance causes parachutes to work, by asking and answering enquiry questions that determine which parachute design and material are most effective at slowing the rate of descent.

**History:** See above

**Geography:** Children will locate and name British counties and cities, including explaining their locations using 6 figure grid references.

**Computing:** Children will explore the I-PAD APP GarageBand to experiment with creating music that might be suitable as a soundtrack for their Beowulf advert created last week on I-Movies, with the intention of combining these two pieces of software to create an advert with its own soundtrack.

**Music:** Children will compose a soundtrack suitable for their Beowulf Advert using AB, ABA structures, considering what kind of music is appropriate for the genre.

**Art:** This week children will explore artwork by Georges Seurat and compare it to that of the late nineteenth century Impressionists. They will identify similarities and differences between them, developing an understanding of what Pointilism is, and that Seurat was 'The Father of Pointilism'.

**Design Technology:** Children will use what they have learnt about strengthening a boat structure to research the construction of Viking Longships (Knarrs), including their development of a keel and overlapping planking. Children will analyse the effectiveness of their boat-building techniques.

**PDW / R.E:** See above

**P.E:** This week, the children will experiment with the correct stance for striking a ball in Rounders and will continue to develop their understanding of the rules of the game. In Tennis, children will work on their backhand stroke and develop their understanding of the rules of the game.

**MFL:** Children will begin their exploration of the French artist, Georges Seurat this week. They will read a text about Pointilism and Seurat and understand how Pointilism differs from late nineteenth century French Impressionist artwork.

### Key Question Week 3: What kind of resistance helped a Viking Knarr float?

#### Key Text for Linked Learning: The Saga of Bjorn (Visual Literacy)

**Linked Learning:** English, DT, Science

In English, the children will investigate the active and passive verb forms in sentences. They will write their own Viking Quest Saga based on The Saga of Bjorn, using cohesion and experimenting with the active and passive verb forms. They will make vocabulary choices to show degrees of meaning and create tone or atmosphere for the reader. In addition, they will consider formality of tone and how speech is used to enhance a text. In DT, children will investigate the construction of the hull of the Longship, with a specific focus on why their use of overlapping planking gave the Longship an advantage over other boat designs. They will also investigate how the Vikings made the hull waterproof. Children will explain why the Viking choice of material and components was appropriate for their function in the boat. In Science, children will continue



their exploration of forces, specifically focusing on how the force of water resistance keeps a Longship afloat. Using a piece of plasticene they will investigate which boat shape is most effectively supported due to water resistance, before considering how to refine a boat shape to allow it to move through the water with greater speed.

**Maths:** This week, children will revisit factors, multiples and prime numbers, using these to solve problems mentally.

**Science: See above**

**History:** In History, the children will learn about how the Viking Longship gave them an advantage, and how they used their Longships to raid Britain, especially their attack on Lindisfarne and why this had an impact on what we know about the Anglo-Saxons, and on the Christian religion in Britain.

**Geography:** Children will revisit their knowledge of rivers in Britain from Year 4, and of coastlines from the Spring Term. They will learn about the places in Britain that the Vikings attacked, creating a labelled map and developing their understanding of why the Viking Longship gave them an advantage against the people living in Britain at the time.

**Computing:** Children develop their understanding of the importance that people have free speech, but that hateful content on-line has a negative impact.

**Music:** Children will adapt their soundtrack suitable for their Beowulf Advert using the inter-related dimensions of music to enhance their composition (e.g. loud verse, quiet verse; fast dynamics, slow dynamics), ensuring that their composition appropriate for the genre of their advert.

**Art:** Children will explore how artists such as Seurat create their art, including exploration of the colour wheel. They will create small sample pieces to explore how complementary colours (those that are opposite each other on the colour wheel) are utilised by Pointilist artists.

**Design Technology: See above**

**PDW / R.E:** Children will continue to develop an understanding and respect for the views of other religious, social and ethnic groups. They will learn about Buddhism and the concept of Nirvana.

**P.E:** Children will use teamwork skills to improve the overall performance of their team in Rounders, focusing on striking the ball effectively to achieve the maximum runs without running a teammate out. In Tennis, the children will explore and develop the volley technique with both the forehand stroke and backhand stroke.

**MFL:** This week, children will learn the vocabulary for telling the time.

**Key Question Week 4: What hope is there for Bjorn?**

**Key Text for Linked Learning: The Saga of Bjorn (Visual Literacy)**

**Linked Learning:** English, RE

In English, the children will explore a range of different types of speech and look at how they have used speech in their own Viking saga, based on the Saga of Bjorn. They will identify key differences in vocabulary and structures typical of informal and formal speech and will edit their writing to improve this. They will also look at their use of the active and passive verb forms and will edit their writing to enhance their use of the passive form. In RE, children will revisit the concept of being hopeful within a religious context, linked to Bjorn's hope that he will reach Valhalla if he lives his life in a particular way. They will also consider whether Hope is a key concept in the Buddhist religion and, if so, what its significance is to Buddhists.

**Maths:** This week, children will mentally multiply and divide numbers to solve problems as well as using the grid, short and long methods of multiplication, choosing the most appropriate method for a given problem.

**Science:** In Science, the children will learn about how mechanical systems - such as pulleys - create movement and how pulley mechanisms can lift heavy weights with a smaller force, linking this to the mechanism used by the Vikings to raise and lower the sail on a Longship.



**History:** Children will understand that Viking people wanted to settle in Britain because of its large areas of fertile land that they wanted to farm, and how this was in direct contrast to where they originated from. They will learn about how the Vikings were able to create the state of Daneland in Britain and use information to critically reach (and support) their conclusions about how Daneland was established.

**Geography:** Children will create a labelled map of Britain during the time of the Vikings, showing the location of Daneland, and the locations of the different Anglo-Saxon, Pict or other states in Britain. They will show the location of current counties of modern day Britain, highlighting key towns and cities whose names reveal their Viking past, e.g. Jorvik/York.

**Computing:** Children will combine their trailer for Beowulf (created in I-Movies) with their soundtrack (Created in GarageBand) to create their completed film trailer.

**Music:** Children will describe, compare and evaluate the compositions of their peers using appropriate musical vocabulary (e.g. tempo, dynamics, pitch).

**Art:** Children will explore how dots of colours are blended together by the eye in a process known as ‘Optical Blending’, to form secondary or tertiary colours (at a distance). They will experiment with this process by creating a series of sample pieces, using a variety of different primary colours, in a range of mediums and with different tools to create their dots (e.g. paint, felt tip, coloured pencil; cotton buds, cocktail sticks, skewers, paintbrushes, pen nibs etc).

**Design Technology:** In DT, the children will learn about how mechanical systems - such as pulleys - create movement and how pulley mechanisms lift heavy weights with a smaller force, linking this to the mechanism used by the Vikings to raise and lower the sail on a Knarr/Longship. They will explain why the development of the keel by the Vikings allowed them to add a heavy sail to the vessel, without negatively impacting on the strength or stability of its 3D-structure.

**PDW / R.E: See above**

**P.E:** Children will use teamwork skills to improve the overall performance of their team in Rounders, focusing on throwing and catching the ball efficiently and effectively to limit the number of runs achieved by the opposition. In Tennis, the children will explore and develop the serve as an attacking technique, and will continue to develop the forehand and backhand stroke

**MFL:** Children will role play asking a friend the time in French (using the vocabulary we learnt last week) and answering them, and will revisit the use of phrase in French to create a repair strategy, such as: ‘Je ne comprends pas/ I don’t understand’ or ‘repetez, s’il vous plait?/please repeat?’, whenever appropriate.

### Key Question Week 5: Where do the voices come from?

#### Key Text for Linked Learning: Voices in The Park

**Linked Learning:** English, PDW, RE

In English, the children will focus on the skills used during ‘in the moment reading’, in particular their inference skills, to dissect a variety of diary entries to gauge a deep understanding of a character’s feelings. They will use key details from the text to support their ideas. Children will apply this understanding to write a diary extract based on the key text ‘Voices in the Park’ written from the perspective of one of the characters. The children will look at varying their punctuation when adding parenthesis to their diaries in order to express in detail the characters’ thoughts and emotions. In PDW, the children will develop their understanding and respect for the views of different religious, social and ethnic groups. They will focus on the different viewpoints people have, and the prejudices that are held by people in different societies, considering the similarities and differences between modern British Values and Viking values. In RE, the children will consider the concept of modesty and the importance of listening to others (and their viewpoints).

**Maths:** Children will be mentally adding and subtracting this week. They will also be choosing appropriate methods (column, counting on) to solve problems involving decimals and money.



**Science:** Children will investigate how levers allow a smaller force to have a greater effect, through a practical investigation. They will investigate what a fulcrum is and incorporate this into their investigation, in which children will be challenged to use a 100g mass to lift a 1kg weight. They will set up their own enquiry and record their findings in a table. Children will begin to identify different variables in their experiments and develop their ability to take measurements with accuracy and precision. They will begin to comment on the reliability of their results. Through the findings of their investigation, children will be able to explain, using scientific vocabulary, how a fulcrum reduces the force necessary to lift a larger object.

**History:** Children will explore what life was like for Vikings who had settled in Britain, including: what their houses were like, the kinds of jobs they did, what sort of clothing they wore and what food they ate.

**Geography:** Children will locate the main tropical rainforest regions around the world, and label them on a world map. They will revisit their knowledge of the position of the Equator, Northern and Southern hemispheres and The Tropics of Cancer and Capricorn by labelling these, and will discuss their significance. They will consider the location of the Rainforests and explore why they are located where they are.

**Computing:** Children will evaluate their completed film trailer and using their feedback (self- and peer-responses) will make improvements to the film trailer (I-Movies) or music track (GarageBand) in response.

**Music:** Using the peer-evaluation of their compositions, children will make relevant adjustments to their sound track composition, to enhance key components such as tempo, dynamic or pitch in line with the feedback they received.

**Art:** Children will begin to recreate the opposite half of Georges Seurat's most famous masterpiece, 'La Grande Jatte', using the Pointilist techniques that they have experimented with over the last few weeks.

**Design Technology:** Children will apply everything they have learnt about the design and construction of a Viking boat to become Knarr-makers. They will attempt to include overlapping planks, a keel and a working sail (complete with a pulley system) and consider how they may need to strengthen their 3-d structure in order to obtain maximum stability.

**PDW / R.E:** See above

**P.E:** Children will play competitive Rounders games with their peers, applying all of their tactical fielding and batting skills learnt in order to win the game. In Tennis, they will apply their developing skills – including the forehand and backhand strokes, volleys (which extend match-play and allow players opportunities to score winning shots) and the serve – to develop their match play – and hone these skills in order to win points.

**MFL:** Children will use their knowledge of Year 5 Core French words and phrases to say where someone lives, to give directions, to say where places in a town are, to say where the different rainforests of the world are located. They will write sentences in French to explain this, using this core Year 5 language, with increasingly accurate spelling.

### SUM2 Key Question Week 6: Who was Georges Seurat?

**Key Text for Linked Learning:** Georges Seurat text book

**Linked Learning:** English, Computing, Art, French

In English, the children create a non-fiction information text about Georges Seurat and his life, including details of the art form he developed. They will focus on formality of tone, ensuring that their text has a register suitable for a blog. They will use the skim and scan techniques and retrieval to learn key facts about the 'Father of Pointilism'. In Computing, children will write a blog about Georges Seurat, explaining who he was, what kind of art he created, what the Pointilist movement was, and how they created their own piece of Seurat-inspired art. In Art, children will apply all of the techniques that they have practised over previous weeks to complete their recreation of Seurat's 'La Grande Jatte' in the Pointilist style. They will analyse the success of their finished piece of art and comment on the ideas or meaning they think Seurat was trying to convey in his artwork, 'La Grande Jatte'. In French, children will use core Year 5 French vocabulary to ask questions about Georges Seurat in French. They will try and talk to a friend about his art and where he lived



using the vocabulary they have learnt and practised so far, using repair strategies practised last week to support whenever necessary. They will then write a short paragraph about Georges Seurat in French.

**Maths:** Children will continue their work on addition and subtraction this week, focusing specifically on choosing the correct method to solve a problem and identifying what the problem is asking of them.

**Science:** Children will investigate how gears (as well as levers or pulleys) allow a smaller force to have a greater effect. They will learn what a gear is and develop their understanding of how gears transfer force through a practical investigation, creating a labelled diagram to explain their understanding of how gears work. They will also consider how a moving object, such as a bike, stops through the action of frictional forces (i.e. by the application of brakes or by the interaction between the bike wheel and the surface it is travelling upon).

**History:** Children will continue to explore what life was like for Vikings who had settled in Britain, including: what their houses were like, the kinds of jobs they did, what sort of clothing they wore and what food they ate.

**Geography:** Children will apply what they learnt last week about the location of rainforests around the world, to create a relief map showing the geographical locations in a 3-dimensional context.

**Computing:** See above

**Music:** Children will practise the words to 'The Haka' in preparation for their performance at the Summer Fayre, working on fluency and expression.

**Art:** See above

**Design Technology:** Children will analyse the content of a variety of healthy cereals by looking at the nutritional content of a variety of different cereals. They will revise their work in Year 3 about the elements of a healthy plate, and discuss what a balanced meal might consist of.

**PDW / R.E:** In RE, children will investigate the concept of transcendence in the Buddhist and Christian religions.

**P.E:** This week, children will begin training for the 'Year 5 Olympics'! They will begin by practising and perfecting their sprinting technique. They will also explore the skills necessary to become long jumpers! They will practise jumping as far as they can, by developing the skills of sprinting, take-off, flight and landing. They will practise each element separately and then practise combining the correct techniques smoothly, giving and receiving feedback to help others, and themselves, improve performance.

**MFL:** See above

### Key Question Week 7: What kind of instruments make MOZARTs Serenade No. 13?

#### Key Text for Linked Learning: Non-fiction text about Mozart

**Linked Learning:** English, Music, RE

In English, the children will use retrieval skills to find out which kinds of instruments Mozart composed music for and why. They will find key information about his life, the things that influenced him and what experiences shaped the music he created, so that they can try and persuade their readers to listen to his music, especially if they have never done so before. They will focus on the use of key persuasive techniques, including presenting opinion as fact, exaggeration and use of modal verbs. In Music, children will begin their exploration of Mozart's work by listening to the detail in Serenade No. 13 (a.k.a. Eine Kleine Nacht-Musik) and discussing the notes different instruments are playing within this piece. They will develop the ability to talk confidently about the instruments and features that they hear in the music. In RE, children will be silent and attentive to cultivate a sense of the sacred and transcendent and will link this experience to that of listening to Mozart's music, comparing differences and similarities between the two activities.

**Maths:** This week, children will explore 24-hour timetables. They will be confident in reading and understanding timetables and begin to use this knowledge to answer questions about timetables involving addition and subtraction.



**Science:** Children will revisit what a lifecycle is and then investigate the lifecycle of an amphibian (such as a frog) and an insect (such as a dragonfly or bee). They will draw the lifecycle and clearly identify the similarities and/or differences between them.

**History:** Children will consider how many parts of the world the Vikings travelled to and the routes that they took so that they could trade their goods. They will learn what the Vikings traded and with whom.

**Geography:** Children will complete their relief maps, showing the location of the world's rainforests. These will include details of the geographical features surrounding them, so that they can begin to comment on why rainforests are located in specific places, linked to specific geographical features.

**Computing:** Children will continue to work on their blog about the life and work of Georges Seurat from last week, considering presentation and formality of tone.

**Music:** See above

**Art:** Children will explore the still-life paintings of Paul Cezanne, focussing on the key features (light and shade, positioning of the objects, colour palette).

**Design Technology:** Children will carry out surveys and interviews to identify the needs and wants of consumers (individuals and groups) for a healthy breakfast cereal.

**PDW / R.E:** See above

**P.E:** Children will explore the high jump this week. They will know, understand and demonstrate the correct 'scissor' technique to complete the high jump and evaluate their own and friends performances. Children will also explore the shot put, developing an effective technique to throw a shot put as far as possible.

**MFL:** Children will learn core Year 5 vocabulary about the weather, and will try to ask and answer questions in French about the weather, using repair strategies practised last week whenever necessary.

**Mini Quiz:** Children will be taking our whole class spaced retrieval quiz, which will cover topics learnt this term, and in previous terms (spring and autumn terms) and previous years.

### Key Question Week 8: MOZART

#### Key Text for Linked Learning:

**Linked Learning:** English, Music

In English, the children will use their knowledge about Mozart and his music, and persuasive language features, to write a newspaper article advertising a concert performance of their favourite piece of his music. They will use the subjunctive mood to add weight to their suggestion that people should attend, and include modal verbs such as 'should', 'ought' and 'must' to further persuade. In Music, children will compare and evaluate a range of compositions by Mozart (e.g. The Marriage of Figaro, Don Giovanni, Requiem, Symphony No. 40, Così Fan Tutti), using a range of appropriate musical vocabulary, listening carefully to the detail in his music.

**Maths:** Children will be reading, understanding and answering questions about line graphs and conversion graphs this week. They will then move onto drawing their own line graphs and conversion graphs accurately. Children will also understand the concept of rate in a line graph.

**Science:** Children will continue to investigate the lifecycles of the different classes of animals, by finding out about the lifecycle of a bird and a mammal (e.g. a chicken and a monkey or a dolphin). Children will record the lifecycles and then compare the similarities and/or differences between them. In addition, they will also compare them with the lifecycles of an insect and an amphibian, studied the previous week.

**History:** Children will investigate the art of the Vikings. They will develop an understanding that our knowledge of their art relies heavily upon finds of decorated objects made of metal and stone, although more rarely, objects made from wood, bone, ivory and textiles have also been found intact. Children will research the art found on Viking artefacts, and will attempt interpret the meaning in the work that still survives.



<b>Geography:</b> This week, children will identify the features of each layer of the rainforest using the correct geographical vocabulary.
<b>Computing:</b> In computing, children will use their writing from last week to help them to create a short blog about Mozart, including key information they think a reader would be interested in – focusing on an informal tone suitable for a teenage audience – in an attempt to persuade readers to listen to his music.
<b>Music: See above</b>
<b>Art:</b> Children will learn about the life of Paul Cezanne and how his experiences shaped the meaning he conveyed to the audience in his artwork.
<b>Design Technology:</b> Children will develop innovative ideas for the content of a healthy cereal based on their research last week, creating a recipe and considering how they will make the cereal. They will look at how the season can affect what food is available and consider whether they can use seasonal foods in their own product, whilst still meeting the wants and needs of those surveyed.
<b>PDW / R.E:</b> In PDW, children will explore the differences between community culture and gang culture
<b>P.E.:</b> Children will begin to learn the HAKA, developing their awareness of the music's rhythm when they are dancing. They will also focus on clarity of movement, attempting to ensure that each movement is completed with clarity, before fluently moving into the next.
<b>MFL:</b> Children will learn core Year 5 vocabulary about the seasons, and will combine this with the vocabulary they practised last week about the weather try to ask and answer questions in French about the seasons and how the weather differs between them, using repair strategies practised last week whenever necessary.

<b>Key Question Week 9: How does your garden grow?</b>
<b>Key Text for Linked Learning: The Living Planet – David Attenborough</b>
<b>Linked Learning:</b> English, Science
In English, the children will revise the use of active and passive verb forms and explore their uses within a scientific report. They will begin to plan and then write a scientific report to describe the process of reproduction in plants (pollination, germination, seed production, dispersal). In Science, they will dissect a flower in order to identify and name the male and female parts and research the function of each. They will create a labelled diagram of the parts of the flower involved in reproduction, explaining clearly the function of each part. They will also learn about the famous Naturalist, Sir David Attenborough, has enhanced our understanding of living things) in his lifetime.
<b>Maths:</b> This week, children will begin to understand percentages and how they are linked with fractions. They will add and subtract fractions with related denominators.
<b>Science: See Above</b>
<b>History:</b> This week, children will study Viking mythology, learning about the many different Viking Gods and Goddesses, in order to understand what each God meant to the Viking people. The children will then start to make each God they have researched into a card for a game of Top Trumps.
<b>Geography:</b> Children will develop an understanding of the similarities and differences of the culture of an Amazonian Rainforest Tribe compared with our own, by undertaking research into their culture.
<b>Computing:</b> Children will consider how radical thinking shared on-line can create divisions in society and develop their understanding that when this is shared, it can cause problems.
<b>Music:</b> Children compare and evaluate the music of Holst, Mozart and Tchaikovsky, using the appropriate musical vocabulary to express their opinions.
<b>Art:</b> Children will revisit a variety of shading techniques to create tone and shade, creating small samples of each technique (Circulism, Contour Shading, Hatching and Cross Hatching).
<b>Design Technology:</b> Children will generate innovative design ideas to develop the packaging for their healthy cereal (including key nutritional information) drawing on their research gathered two weeks ago.





**PDW / R.E:** In PDW, children will review what anti-social or aggressive behaviour is and identify the consequences of anti-social and aggressive behaviours towards individuals and communities.

**P.E:** Children will continue to refine their performance of the Haka for the Summer Fayre. In addition, they will begin to develop their own Carnival Dance, choosing and developing material to create a dance based on what they are learning about the people of the Rainforest to influence the style and movement content.

**MFL:** Children will explore a traditional short story of Goldilocks in French and accurately read and pronounce key words and phrases using their phonics knowledge.

### Key Question Week 10: Why would you leave the home you love?

#### Key Text for Linked Learning: The Arrival – Shaun Tan

#### Linked Learning: English, RE, PDW

In English, the children will analyse the book 'The Arrival' which tells the story of an immigrant coming to a new country and the difficulties he encounters with basic tasks, like finding somewhere to stay, a job or communicating with people. They will consider the situation and challenges the man finds himself facing. The children will explore a range of emotive, descriptive language and write an account of part of the story to accompany the picture text. In RE/PDW, the children will consider whether the views and ideas of different ethnic, religious and social groups are respected by the country in which 'The Arrival' finds himself in. In PDW, the children will consider whether overcoming our fears can be a positive experience, linked to the experiences of the immigrant from 'The Arrival'.

**Maths:** Children will continue their learning of fractions this week. They will multiply fractions by whole numbers and apply this understanding to worded problems.

**Science:** Children will continue to investigate the process of reproduction in plants, including pollination and germination, and will draw labelled diagrams, as part of their scientific report, to explain these processes.

**History:** This week, children will discuss the scores appropriate for the Gods and Goddesses they have learnt about with their peers, coming to a consensus on appropriate scores for different factors. They children will complete making their Top Trump cards and then play a game to see which God/Goddess is the most powerful, based on what they have learnt during their research.

**Geography:** Children will explore deforestation and will begin to research the positive and negative impact of deforestation on the local community, national community and world community.

**Computing:** Children will plan an advert for their balanced nutritional cereal, using a storyboard to support them to plan and design scenes, actions and a script for the actors that they will use next week, when they begin to produce a film of their advert (using I-Movies).

**Music:** Children will think about and discuss the features of classical music that they can hear and/or detect in a piece of music by Holst, Tchaikovsky or Mozart that they heard last week (e.g. the development of instruments such as the piano or clarinet).

**Art:** Children will use their previously developed pencil line/sketching techniques (including their understanding of how to use lines to draw objects in proportion relevant to each other) to create a still-life sketch. They will create their own composition, taking into account the content of all areas of the scene they are going to draw, including the foreground, middle ground and background. They will then use shading techniques to add a 3-dimensional effect to their drawing.

**Design Technology:** Children will make their balanced nutritional cereal. They will be able to taste the cereal and critically evaluate the qualities of the product they have made (including nutritional content, taste, appearance and balance of food groups).

#### PDW / R.E: See above

**P.E:** Children will explore how they need to adapt their throwing technique in order to accurately throw a javelin a significant distance. In dance, children will continue to develop their own Carnival Dance, developing



the dance they have begun to create based on what they are learning about the people of the Rainforest (so it complements their customs and culture).

**MFL:** Children will continue their exploration of a traditional short story, reading it aloud individually with the correct pronunciation. They will work together to decode the meaning of words using a bilingual dictionary if necessary.

### Key Question Week 11: Is Deforestation of the Amazon Rainforest a problem?

#### Key Text for Linked Learning: Non-fiction report on the deforestation of the Amazonian Rainforest

#### Linked Learning: English, Geography, PDW

In English, the children will write a balanced argument for the deforestation of the Amazonian Rainforest. They will identify key features of the text type, and consider how a writer uses language to influence the view of the reader. They will then plan their balanced argument, using the PEEL technique to structure each argument for or against (make a Point, Explain what this means, provide Evidence to support the viewpoint and then Link this to other arguments given or to the over-arching viewpoint). They will also write an introduction and a concluding paragraph to summarise. In Geography, children will develop support for their arguments for or against deforestation. They will use their research findings and media resources to carry out a debate on deforestation, using correct geographical vocabulary to support their arguments. In PDW, children will begin to understand that some people hold extreme views which go against our British Values, and that some people use their extreme views to justify their behaviour (even when it is oppositional to British Values).

**Maths:** This week, children will solve worded problems that require them to use short division and long multiplication. They will have to decide which method they need to do and how to do it accurately. They will explore a range of problems to develop fluency and reasoning.

**Science:** Children will compare sexual reproduction and asexual reproduction in plants by exploring asexual reproduction in a fern. They will create labelled diagrams to show the difference between these two types of reproduction and will link their work to life cycles by creating the life cycle of an angiosperm (fern).

**History:** Children will learn about the Viking creation story and compare it with other known creation stories (e.g. Christian creation).

#### Geography: See above

**Computing:** Children will record an advert for their balanced nutritional cereal – using the packaging they are making in DT and the script, storyboard and actions planned last week, on I-Movies.

**Music:** Children will use their understanding of simple melodic and rhythmic notation to create a jingle for their advert for their Cereal, using voice, tuned or un-tuned instruments that they are beginning to play with some fluency and expression and will record their jingle using an I-PAD.

**Art:** Children will use their sketch (or a photocopy of this) and will add colour using either pencil or oil pastels from an appropriate colour palette to complete a colour version of their still-life painting.

**Design Technology:** In DT, children will make the final version of the packaging for their cereal, acting on their evaluation of their design. They will consider how they can strengthen and reinforce the frame so that it is robust and fit for purpose.

#### PDW / R.E: See above.

**P.E:** This week, children will revisit the sprinting techniques learnt earlier in the term. They will look at how they need to adapt in order to complete hurdles at speed. In dance, children will continue to develop their own Carnival Dance, refining the dance they have created based on what they have learnt about the people of the Rainforest. They will then perform their dance for their peers.

**MFL:** This week, children will work together to write a traditional tale in French.



**Key Question Week 12: Is global trade damaging our planet?**

**Key Text for Linked Learning:**

**Linked Learning:** English, Geography, History

In English, children will write a speech to persuade people that the increase in global trade is (or isn't) damaging our planet. They will create a biased argument using key language features of this genre, using the PEEL structure (make a Point, Explain what this means, provide Evidence to support the viewpoint and then Link this to other arguments given or to the over-arching viewpoint). In Geography, children will research modern global trade links and the distribution of natural resources, including energy, food, minerals and water and consider the impact that these are having on the planet. In History, children will compare the features of modern global trade links with those they learnt about from the time of the Ancient Greeks, the Anglo-Saxons and the Vikings.

**Maths:** To solve word problems involving the application of all four operations using whole numbers, decimals, fractions and percentages.

**Science:** Children will explore how new plants can grow from different parts of the parent plant (e.g. seeds, root cuttings, stem cuttings, tubers, bulbs) and will identify whether each of these is a form of sexual or asexual reproduction.

**History:** See above

**Geography:** See above

**Computing:** Children will begin to understand the risks related to online gambling including the accumulation of debt.

**Music:** This week, children will perform their pieces to each other and evaluate each other's work using the appropriate musical vocabulary.

**Art:** Children will complete the colour version of their still-life painting from last week, or will create a second version with an alternative colour palette or a different medium, considering the composition of their work (foreground, middle and background).

**Design Technology:** This week, children will explore how key events in design and technology have shaped the world.

**PDW / R.E:** In PDW, Children will consider and discuss how to save and look after money. They will revisit the range of jobs available to us, and the financial gains that result, and consider how their education will help them to develop skills that will help them to obtain employment in the future.

**P.E:** Welcome to the Year 5 Olympics 2020! Children will be competing against each other in throwing, running and jumping challenges. Which country will be successful?

**MFL:** During the Year 5 Olympics, children will record their pulse rates for different sports and discuss their findings in French.