



Yearly Overview Year 5

2020/2021

		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		Viking and Saxon Conflict		World Weather		Who were the Ancient Greeks?	
Hook into topic		Viking Challenge Day (dress up, Make Viking longboats out of cardboard, lollypop sticks and glue (see DT), Geographical look at where they sailed from? Viking legacy of place names etc in UK)		Class trip to Planetarium booked into start of term as a hook in		Greek Themed Day A holiday in Greece? Children come to school in summer holiday beach clothes. Eat some Greek food (See DT), Explore geography of modern day Greece, look at their Island life as a modern day holiday maker. Fly into Greece and look at what ferries you can then get to different islands. Plan your holiday itinerary.	
Home learning project				Space - Solar System project – (half-term)			
Class trip or visitor				Winchester Science Centre Planetarium			
English	English Key Texts for Writing	The Dragon Slayer (film) Saga of Bjorn (film) Lindisfarne Invasions (historical event)	Eric The Viking Beowulf Saga	Man on the Moon Mysterious Traveller – Mal Peet	The Alchemist (Literacy Shed Film) The Unforgotten Coat (Frank Cottrell Boyce)	Myths - Theseus and the Minotaur and The Odyssey NCR WAGOLLS – (incl.Werewolves)	A Visitor's Guide to Ancient Greece (Usborne Visitor Guides) Poetry by Paul Cookson (List poems)
	Writing Outcomes	Character/ setting descriptions Retelling of story. Historical narrative/ saga News report - account of battle Diary entry – point of view of monk Viking comic strip – drama/written	Persuasive letters. Should Eric go to sea to defeat the monster? Persuasive advert – Sail with Eric! Diary entry – On board with Eric Postcard home Historical narrative –descriptions, characterisation and story settings Journal entry in role/wanted poster for Grendel	Auto-biography/biography Journal entry – mission to mars astronaut recount Letter to NASA Radio Report Non-chron report camels Diary entries Descriptive story/setting	Description, narrative, recount Diary Recount Travel / Good school guide	Character Description – Greek hero/beast NCR – Greek Beast Speech – Should Theseus go to battle? Dif. point of view –father?	Class poem anthology. Athens/Sparta – discussion/balanced argument Leaflet – Greece today – persuasive writing
	Shared Reading Texts (NF) (F) (P)	Way Home – Libby Hathorn (F) How to Train Your dragon – Cressida Cowell (F)	How to Train your Dragon Hants Illustrated Book Awards compare/contrast poems	Adolphus Tips – Michael Morpurgo (F)	Solar System – DK Astronomy, Astronauts and Space Exploration. (NF)	Malorie Blackman – Hacker (F) For the Right to Learn: Malala Yousafzai's Story– Rebecca Langston-George Malala's Pencil	The Light Jar – Lisa Thompson (F) Wonder – R.J Palacio
Maths HANTS MTP	Unit 5.1 NPV / addition & subtraction (length) Unit 5.2 – multiplication & division Measurement (area & arrays) Unit 5.3 – fractions	Unit 5.4 – Fractions & geometry Measurement (time) Unit 5.5 – NPV with measurement (mass & capacity) and all four operations	Unit 5.6 – Fractions (%) & geometry Unit 5.7 - Addition & subtraction (whole numbers & fractions) Unit 5.8 - statistics	Unit 5.9 – Fractions with measurement (volume,capacity, metric & imperial) Unit 5.10 – addition & subtraction (mental strategies) 5.11 – multiplication & division (tables & related facts)	Unit 5.12 – multiplication & division Unit 5.13 – geometry Unit 5.14 – all four operations (mixed problem solving) Unit 5.15 – addition & subtraction (secure formal)	Unit 5.15 – addition & subtraction (secure formal) Unit 5.16 – Fractions (%) with geometry Unit 5.17 –Multiplication & division (secure formal) Unit 5.18 – all four operations with decimals & measures	
Computing	Sharing information Vector drawing Google drawings			Selection in quizzes Video editing	Variables in games Data handling using Micro:bit		



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Humanities	History	<p>Viking and Saxon Conflict</p> <p>By 600 AD, Saxon settlements had become small kingdoms. Each group of Anglo-Saxon settlers had a leader or war-chief. A strong leader became 'cyning' - Anglo-Saxon for 'king'. Each king ruled a kingdom and led a small army.</p> <p>The Vikings came from the Scandinavian countries of Norway, Sweden and Denmark. Vikings used long ships.</p> <p>787 AD and 1050AD is known as the time of the Vikings. From around the 850s raiding changed into invasion and conquest.</p> <p>Two main invasion routes into Britain: one from Norway around Scotland to the Western Isles, Ireland, Wales and Cornwall and the other from Denmark to the east and south coasts.</p> <p>The year 851 saw the first major raids on the mainland with 350 ships sailing up the Thames. For the first time they stayed the winter.</p> <p>By 870 Northumberland, East Anglia and Mercia had all fallen to the Vikings. Wessex was the only Anglo-Saxon kingdom to hold out against the Vikings.</p> <p>King Alfred the Great defeated the Vikings in 878 AD. They had to sign a treaty known as Danelaw.</p> <p>In 870 Alfred and his brother Aethelred fought nine battles against the Vikings.</p> <p>By 873 we know there was a Danish camp at Repton in Derbyshire just about as far from the sea as it was possible to get.</p> <p>By 878 all of England north of the present A5 road from London to Anglesey was in Viking hands.</p> <p>7 kingdoms had become 1 by AD 878 (Wessex – Alfred the Great).</p> <p>In 879 Alfred won a decisive victory against the Vikings at Edington.</p> <p>After defeating Guthrum the Dane, Alfred made him convert to Christianity and then adopted Guthrum as his foster son.</p> <p>Danelaw was established by Alfred the Great and Viking King Guthrum.</p> <p>Alfred the Great died in AD 899.</p> <p>Kings of Wessex after Alfred. In 899 the throne of Wessex fell to Alfred's eldest son, Edward the Elder.</p> <p>Aethelstan, the first ever King of England, took the Wessex throne in 924 after his elder brother's death</p> <p>By the time of Aethelstan's death in 939 he had defeated the Vikings, united the Anglo-Saxon kingdoms of England under a single banner, and had repeatedly forced both the Welsh and Scottish kings to accept his over lordship of Britain.</p> <p>England once had a Viking king: King Canute ruled from 1016-1035, and his descendants ruled until 1042.</p> <p>A few weeks before the Anglo-Saxons were defeated in the Battle of Hastings in 1066, they defeated Viking warriors near York, led by Harald Hardrada at the Battle of Stamford Bridge.</p> <p>Vikings left a legacy in Britain – e.g. place names/maps.(link to place names in Anglo Saxons)</p>		<p>Ancient Greece</p> <p>The Ancient Greek era began around 800BC</p> <p>Greece's position next to the sea meant Ancient Greeks were a seafaring people.</p> <p>Archaic Period - This period ran from the start of Greek civilization in 800 BC to the introduction of Democracy in 508 BC. This period included the start of the Olympic Games and Homer's writing of the Odyssey and the Illiad.</p> <p>Classical Period - This is the time that most of us think of when we think of Ancient Greece.</p> <p>Athens was governed by a democracy and great philosophers like Socrates and Plato arose. Also, the wars between Sparta and Athens were during this time. This period ended with the rise and then death of Alexander the Great in 323 BC.</p> <p>Hellenistic Period - The Hellenistic period lasted from the death of Alexander the Great until 31 BC when Rome defeated Egypt at the Battle of Actium. The name Hellenistic comes from the Greek word "Hellas", which is the original word for Greece</p> <p>Trade between the islands (more than 1400) led to the creation of 'city-states' (polis).</p> <p>Each city-state was ruled by a powerful city, led by a ruler or (later) government.</p> <p>Athens: Largest city state in Greece was the birthplace of democracy with citizens voting on change. Was known for theatre, arts, philosophy and literature.</p> <p>Sparta: Unlike Athens, it did not study philosophy, art or theatre. Instead, the people studied war and the Spartans were widely considered to have the strongest army. Sparta was ruled by two kings of equal power.</p> <p>Hoplites were the most common type of heavily armed foot soldier in Ancient Greece</p> <p>The first Olympic games were held in honour of Zeus in 776BC</p> <p>The Battle of Marathon was in 490BC</p> <p>336 BC Alexander the Great becomes King and expands the Empire (332 BC Egypt –year 3)</p> <p>The era ended in 146BC when they were conquered by Rome</p> <p>The English language has many words that come from Ancient Greek</p> <p>Men were classed as the only citizens and they could democratically vote. Women and slaves were not allowed. A jury of 500 citizens acted as jury and decided if anyone was guilty of law-breaking (punishments included death). They could also vote on who they disliked and could get others banished from their city.</p> <p>Women were expected to look after the home, make clothes and bear children.</p> <p>The ancient Greeks can be credited with many inventions and discoveries. They invented government, democracy, the Olympics and practised early medicine</p> <p>The Greeks had numerous gods and many stories and myths that surrounded them. Greek mythology consists of all the stories and tales about the Greek gods, goddesses, and heroes. It is also the religion of Ancient Greece as the Greeks built temples and offered sacrifices to their major gods</p>
	Geography	<p>World Weather and biomes</p> <p>Continent location - Know that Europe, Africa, North/South America, Australia, Asia and Antarctica are the 7 main continents. (prior knowledge – ks1/yr 3)</p> <p>Weather describes the day-to-day conditions of the atmosphere.</p> <p>Climate describes average weather conditions over longer periods (30 years) and over large areas.</p> <p>Equipment used to measure weather – anemometer, thermometer, barometers, rain gauges, light meter - forecasters use the data from this equipment and computers to support weather prediction.</p> <p>There are different types of biome on the planet each with their own similar climates, landscapes animals and plants. Rainforest, deserts, savannah, woodlands, grasslands, tundra and oceans.</p> <p>Causes of climate – latitude – sun, ocean currents, altitude – effects temperature- topography – mountains, wind, location – nearness to water.</p> <p>Global climate change refers to the average long-term changes over the entire Earth. These include warming temperatures and changes in precipitation, as well as the effects of Earth's warming. (rising sea levels, shrinking mountain glaciers, ice melting at a faster rate than usual</p>	<p>Port to Port Athens - Southampton</p> <p>Locality comparison</p> <p>How does Piraeus compare to Southampton?</p> <p>Why would a tourist visit modern day Greece?</p>	

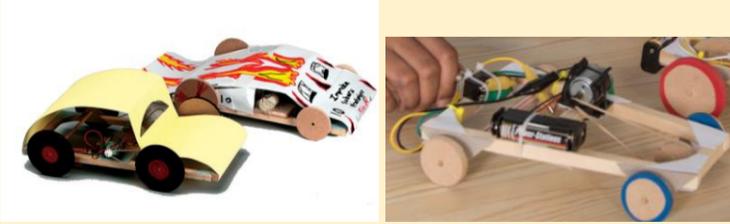


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		<p><i>in Greenland, Antarctica and the Arctic, changes in flower and plant blooming times.)</i></p> <p><i>Parts of Earth are warming faster than others, on average, global air temperatures near Earth's surface have gone up about 2 degrees Fahrenheit in the past 100 years. The past five years have been the warmest five years in centuries. Change can have big impacts on the health of Earth's plants and animals. Human activities — such as burning fuel to power factories, cars and buses — are changing the natural greenhouse. These changes cause the atmosphere to trap more heat than it used to, leading to a warmer Earth.</i></p>	
Environmental Studies		<p>WHAT IS CLIMATE CHANGE? Follows on from World Weather Geog unit. <i>The Earth's atmosphere and ocean are warming, these changes are primarily due to greenhouse gases derived from human activities.</i></p> <p><i>As a result, glaciers and polar ice sheets melt, rising the sea levels -threaten coastal areas. Global warming causes other changes to the Earth's climate, including harsher droughts, stronger hurricanes, and shifting wind and ocean patterns. Together, these changes are known as climate change.</i></p> <p><i>The three key issues to the ocean biomes climate change are:</i></p> <p><i>Overfishing (Between 75 percent and 90 percent of all tuna and cod are now gone.), pollution and acidification of the oceans</i></p> <p><i>Ocean acidification is a result of carbon dioxide. Carbon dioxide is a greenhouse gas in our atmosphere that traps the Sun's heat, warming Earth. The ocean absorbs a lot of carbon dioxide from our atmosphere. However, this causes the ocean to become acidic, which can be harmful to ocean life.</i></p> <p><i>Greenhouse gases, such as carbon dioxide (CO2) and methane, trap the Sun's heat in Earth's atmosphere – making the atmosphere heat up.</i></p> <p><i>The burning of fossil fuels like coal and oil increase the amount of CO2 in our air. This happens because the burning process combines carbon with oxygen in the air to make CO2.</i></p>	
Science	<p>Sound – how sound is made, travels and can be changed. <i>Sounds can be made in many different ways. Individual sounds have the properties of pitch and volume. When a sound is made it immediately spreads out in all directions. As sound travels its volume decreases but its pitch remains the same. Sound is made when an object is made to vibrate. (Back, forwards, up or down) As the material vibrates it makes whatever it is in contact with vibrate, including air. As the air vibrates it makes whatever it is in contact with vibrate also. (Wall, table, eardrum) Sound moves through materials vibrating making other materials they are in contact with vibrate. Pitch and volume are determined by how the material vibrates. Pitch is determined by how fast an object vibrates. (Frequency of the vibration) The higher the frequency the higher the pitch. Volume is determined by how big the movement of each vibration is. (Amplitude) The bigger the amplitude the higher the volume. Smaller objects and tighter strings and surfaces tend to vibrate with a higher frequency.</i></p>	<p>Forces that oppose motion <i>When objects move through air and water they have to push it out of the way. The water and air push back with forces called water resistance and air resistance. The harder it is to push the material out of the way the greater the resistance. Gases weigh less than liquids and so water resistance is greater than air resistance. Friction is a force against motion caused by two surfaces rubbing against each other. Friction occurs because no surfaces are perfectly smooth – they have bumps and undulations that can interlock when placed on top of each other. To move one interlocking surface another one of 3 things must happen. The surfaces must rise slightly. The bumps on the surface must bend. The bumps on the surface must break. All of these actions require a force, this is what causes friction. Some objects require large forces to make them move. Gears, pulleys and leavers can reduce the amount of force needed to make things move.</i></p> <p>Earth and Space <i>The universe is vast and contains billions of stars. The solar system is a collection of planets and moons orbiting our nearest star, the sun. All objects in the solar system are spinning as well as orbiting. The time it takes for an object to spin once is called a day. The time it takes a planet to orbit the sun is called a year. Stars produce vast amounts of heat and light. All other objects are lumps of rock, metal or ice and can be seen because they reflect the light of stars. Gravity is a force of attraction between any two things that have mass.</i></p>	<p>Properties and changes of matter <i>It is possible to change materials into completely different ones. The new substance might have different properties to materials we currently have. Plastics can be moulded into intricate shapes, are waterproof strong and electrical insulators unlike the fossil fuels it's made from. When materials are heated or mixed with other materials they sometimes can be made to turn into new materials. Indicators of something new: The properties of the material are a different colour, state, texture, hardness, smell and temperature. If it is not possible to get the material back easily it is likely that it is not there anymore and something new has been made. (Irreversible change)</i></p>



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		<p><i>Bigger masses exert bigger forces.</i> <i>Gravity works over a distance but gets weaker as the distance increases.</i> <i>Stars, planets and moons have so much mass they exert a large gravitational attraction to other things, including each other.</i> <i>Differences in gravity result in smaller mass objects, like planets or moons, orbiting larger mass objects, like stars or planets.</i></p>	
ART	<p>ART FOCUS: Textiles/3D</p> <p>ARTIST: Emma Gluyas</p> <p>Key Skills developed: Use of patterns (repeating motifs)</p> <p>Outcomes: Dragons nests</p>	<p>ART FOCUS: Drawing – shading and texture</p> <p>ARTIST: n/a</p> <p>Key skills developed: Different pencils create light and dark in a range of effects. Techniques can include cross hatching, shading, smudging</p> <p>Outcomes: Moonscape</p>	<p>Key Skills developed: 3D Sculpture (main focus) and Form plan and develop ideas – Shape, form, model and join – observation or imagination – properties of media – Discuss and evaluate own work and that of other sculptors Art Focus: Sculpture</p> <p>Artist: Michelangelo</p> <p>Outcomes: 3 D Mod roc Olympic Athletes</p> <p>Key Skills developed: Printing combining prints – design prints – make connections – discuss and evaluate own work and that of other</p> <p>Art Focus: Perspective using ICT</p> <p>Artist: n/a</p> <p>Outcomes: Children record sculpture photographically showing perspective</p>
DT	<p>Focus: Structures using Cardboard, lollysticks and glue Project Outcome: Viking Boat/longhouse</p> 	<p>Focus: Mechanical Systems Project Outcome: Motorised Moving Vehicle</p> 	<p>Focus: Food tech Project Outcome: Food – Greek Celebrations</p>
RE	<p>Focus: Death Ceremonies Concept: Ceremony</p> <p>Content <i>Describe in simple terms their response to the idea of a death ceremony for a leaf</i> <i>Identify simple examples of how the idea of death ceremonies affects their lives and the lives of others</i> <i>Identify and discuss the meaning of the word ceremony</i> <i>Describe simply how Christians perform death ceremonies</i> <i>Describe in simple terms the importance of death ceremonies to Christians.</i></p> <p>Focus The Magi Concept: Prophecy</p>	<p>Focus The Empty Cross Concept: Resurrection</p> <p>Content <i>Explain the meaning of resurrection</i> <i>Explain the story that illustrates Jesus' resurrection and explain how the empty cross is a symbol of resurrection for Christians</i> <i>Evaluate the significance of resurrection by explaining its importance to Christians and identifying some issues raised</i> <i>Explain their own responses to the concept of resurrection</i> <i>Explain how responses to the idea of resurrection affect the way people live.</i></p>	<p>Focus What does it mean to be Muslim today? Concept: Peace</p> <p>Focus Wudu and Eid – UI - Fitr Concept: Ritual</p> <p>Content <i>Explain the meaning of the word ritual.</i> <i>Explain why ritual is significant for Muslims during the festival of Ramadan.</i> <i>Explain why ritual is significant for Muslims during the festival of Eid-ul-Fitr.</i> <i>Express an opinion on the significance of ritual within a Ramadan and Eid-ul-Fitr.</i> <i>Express a personal response to the way in which ritual is evident in their own experiences.</i></p>



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	<p>Content Explain the meaning of the term prophecy Explain how prophecy is significant within the story of the gifts of the Magi Evaluate by explaining the importance of prophecy in this story for Christians Express a personal response to the concept of prophecy Give examples of how prophecy might affect their own lives or the lives of others.</p>				<p>Explain how their ideas of ritual may affect how their experiences and others experiences.</p>	
PHSE	<p>Who decides? Understanding personal values and opinions, seeing things from another point of view, diversity, challenging opinions, challenging stereotypes, making good choices online and offline</p>	<p>Risks and pressures Being positive, self-motivation, personal safety and risk-taking, resisting peer pressure including online influences</p>	<p>We are all different Differences between people, tolerance of others, respect and acceptance, bullying and unacceptable behaviour to include online behaviours, impact on mental health and well-being</p>	<p>It's my body! Living a healthy life, dental health, immunisations, puberty and bodily changes, physical and emotional changes to include periods</p>	<p>Being involved in my community Developing an understanding of the local community, social responsibility within a community, instigating positive change, sharing views and opinions, how to be heard</p>	<p>Looking at the world Understanding the various communities they belong to, roles and responsibilities, what is public service? Impact of personal spending in the community,</p>
PE	<p>Coordination Ball skills Agility Reaction/response Sports coaching with Mr S</p>	<p>Static Balance Seated Static Balance Floorwork Sports coaching with Mr S</p>	<p>Dynamic Balance On a Line Counter Balance With a partner Sports coaching with Mr S</p>	<p>Agility Jumping and Landing Static Balance One leg Sports coaching with Mr S</p>	<p>Static Balance Stance Coordination Footwork Sports coaching with Mr S</p>	<p>Coordination Sending and receiving Agility Ball Chasing Sports coaching with Mr S</p>
Music	Listen to me		Listen to me		Listen to me	
French	<p>Masculine nouns Feminine nouns French food Expression opinion e.g. j'aime, je n'aime pas + noun, c'est (très) bon, c'est délicieux Expressions of annoyance, impatience, disappointment, frustration, disbelief, joy, disagreement, e.g. Zut alors! Mince alors!</p>		<p>Adjectives that precede the noun e.g. Jeune, joli. Adverbs of place/ sentence starters e.g. chez moi, dans le jardin Adverbs of time/ frequency Verbs e.g. aller, être Simple negatives ne...pas, ne...jamais Immediate future tense aller + infinitive Asking questions Subject pronouns, e.g. je, tu, il, elle, ils, elles Disjunctive pronouns, e.g. moi, toi, lui, elle</p>		<p>Telling the time Quelle heure est-il ? Relative pronoun qui (e.g. un cochon qui chante) Conjunction Mais Numbers 32 - 60</p>	