

**Year 5/6**  
**Spring 1**

**English**

**Key Text:** *Arthur and the Golden rope* by Joe Todd Stanton

**Purpose for writing:** *Quest story (to entertain) and Non-Chronological Report (to inform)*

**Writing:** Children will identify the structure and features of a quest story and use this to plan and write their own stories. They will use expressive and figurative language to create settings and use dialogue to develop characterisation.

They will then learn to write non-chronological reports about Viking Gods. During this, they will focus on the use of a range of organisational features to present their research (along with knowledge gained in history) . They will use paragraphs to group specific topics and ideas and begin to consider how to select the appropriate style and form to suit a specific purpose and audience.

**Grammar:** Children will learn to use subordinating conjunctions to vary their sentence structure, use relative clauses and begin to use brackets and dashes for technical language.

**Word Reading/Comprehension:** Children will focus on how we can infer and make predictions from the text. They will also explore the meaning of new words in context and use this to develop their written explanations of a text.

**Computing**

**Focus:** *Databases*

*In this unit, the children will work independently and collaboratively to investigate databases. They will learn how to search for information in a database, contribute to creating a whole class database and independently create their own database around a chosen topic.*

**Maths**

**Key Facts:**  
**Year 5:** *Recall metric conversions e.g metres to cm, mm to m, kg to g)*  
**Year 6:** *Convert between decimals, fractions and percentages.*

**Decimals**— Children will consolidate knowledge on decimal places, multiplying and dividing decimals by 10,100 and 1000, multiplying and dividing decimals by integers, converting decimals to fraction and fractions to decimals.

**Percentages**— small steps include understanding percentages, converting percentages to fractions, finding equivalent FDP, ordering FDP, finding percentages of amounts and missing values of percentages.

**Algebra**— Find a rule for w and 2 step problems, form expressions, substitution, forming equations, find pairs of values, enumerate possibilities.

**(Please see our Calculation Progression document on our website for Place Value, Addition, Subtraction, Multiplication and Division strategies.)**

**History**

**Focus:** *The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.*

Children will build upon knowledge about the changes in Britain following the departure of the Romans in 410 AD. They will apply their previous knowledge about the 7 kingdoms of Britain ruled by the Anglo-Saxons and learn about the first Viking raids and invasions of Britain in 793 AD. They will develop an understanding of the resistance by Alfred the Great (The First King of England) and learn about the Anglo-Saxon laws and justice systems. They will also study Edward the Confessor up until his death at the Battle of Hastings in 1066.

**(Please see History knowledge organiser for essential knowledge and vocabulary)**

**Vicious Vikings!**

**Art**

**Focus:** *Drawing and Painting perspectives.*

Children will Investigate the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design.

**Music**

**Focus:** *Pop Ballads. Children will listen to and appraise songs including Make You Feel My Love by Bon Jovi.*

**Focus:** *What does it mean for a Muslim to follow God?*

Children will build on their previous knowledge of Islam. They will identify and explain Muslim beliefs about God. Describe and explain ways in which Muslim sources of authority guide Muslim living. Children will also consider and weigh up the value of the worship in the lives of Muslims.

**PE**

**Focus:** *Agility, balance, co - ordination via gymnastic/dance—advancing shapes and body control including partner/counterbalancing and flight. Create movement patterns to music, evaluating self and others performances.*

**PSHE**

**Focus:** *Relationships*

This term children will focus on their relationships with others and having being positive can change your way of thinking to develop a growth mindset.

**Science**

**Physics:** *Light*

The pupils will build on their prior knowledge of light from year 3, when they learnt about the difference between items which produced light and those which reflect it. During this unit, they will learn that light travels in a straight line and will be able to explain and produce diagrams to show how light reflects off a surface and changes direction. Pupils will then apply their understanding of reflection to explain how light travels from light sources to our eyes and they will develop an understanding of how we see objects. They will then develop their understanding of shadows and understand that when opaque objects block light sources, a shadow is formed. Pupils will then design their own investigation to show the relationship between light sources and shadow lengths and investigate translucent materials.

**In this school we believe that pupils should learn the scientific declarative knowledge alongside procedural knowledge (working scientifically). Where possible each lesson will have a Working Scientifically objective (procedural knowledge) and a separate declarative knowledge objective which is made up of statements the pupils will know by the end of the lesson.**

**Working Scientifically:**

The children will plan and carry out a scientific enquiry. They will make accurate and precise observations, record their results in a line graph and use their results to draw conclusions,

**French**

**Focus:** *Clothes—getting dressed in France*

In a topic about 'les vêtements' children learn to recognise several items of clothing, understand the different forms of the indefinite article and possessive adjective as well as practice using the correct adjectival agreement and describe what people are wearing.