St Mary's Medium Term Planning

Year group: 5 Term: Autumn 2 Topic: Vikings

English	***Focus Text:*** *How to Train a Dragon – Cressida Crowell* ***Writing Genres:*** 1. *Setting Description – the dragon training arena or Berk (fiction, informal)* 2. *Non-chronological Report – Guide to dragons/types of dragons (non-fiction, formal)* ***Immerse*** • *Watch clips from the How to Train Your Dragon film or audiobook. Discuss what Berk looks, sounds, and feels like. Create a class word bank of sensory language.* • *Provide mixed-up sentences or paragraphs describing Berk. Pupils work in pairs to reorder them logically. Discuss what makes a strong setting description.* • *Create a labelled map of Berk or the dragon training arena. Add descriptive phrases to each part. Use drawing, collage, or digital tools.* • *Create character profiles for Hiccup or Gobber and discuss how they might describe Berk. Use informal voice and humour.*

	• *Act out scenes in the arena. Use freeze frames and thought tracking to explore how characters feel in the setting. Capture key vocabulary and phrases.* ***SPAG/Analyse*** • *Use sensory detail and vivid vocabulary* • *Use expanded noun phrases and prepositional phrases* • *Vary sentence openers and structure* • *Organise ideas into clear paragraphs* • *Use figurative language to enhance mood* ***Plan/Write/Review*** ❑ *Use a planning frame to structure the description: intro, key locations, atmosphere, character impressions. Pupils sketch and jot ideas.* ❑ *Pupils write their first draft. Encourage informal tone, vivid vocabulary, and paragraphing. Use success criteria.* ❑ *Use checklists to peer review: Does it paint a picture? Is the tone informal? Pupils give warm and cool feedback.* ❑ *Pupils edit their work based on feedback. Focus on improving vocabulary, sentence variety, and figurative language.* ❑ *Create a class book or display. Pupils read their work aloud or record audio versions. Celebrate with dragon-themed rewards!*

Maths	**Multiplication and Division** • *Identify multiples and factors* • *Investigate prime numbers* • *Multiply and divide by 10, 100 and 1000* • *(integers)* • *Multiply and divide using derived facts* • *Use written methods to multiply and divide* • *Use a range of mental calculation strategies* **Perimeter and Area** • *Investigate area and perimeter of rectilinear shapes* • *Estimate area of non rectilinear shapes*

Science

Unit overview		
	Key knowledge	**Key vocabulary**
Lesson 1: ***What are forces?***	• Forces are pushes, pulls, or twists. • Forces can cause an object to start moving or change its speed. • Forces can change the direction of an object. • Forces can change the shape of an object. **Working scientifically** • Record findings using simple scientific language, drawings, and labelled diagrams. • Use models to represent a scientific concept or process.	• **force** • pull • push • twist
Lesson 2: ***What is gravity?***	• Gravity is the force that pulls objects towards each other. • Gravity keeps the planets in orbit around the Sun. • Gravity has always existed but was officially discovered and described by Isaac Newton. • Weight is the force of gravity on an object and is measured in newtons. **Working scientifically** • Use a range of equipment. • Make careful observations. • Record findings using simple scientific language, drawings, and labelled diagrams.	• **gravity** • mass • newton meter • newtons • weight
Lesson 3: ***What is friction?***	• The force of friction acts when two objects rub against each other. • Friction produces heat. • Friction always slows something down. • Sometimes friction is useful and other times it is not useful. **Working scientifically** • Use a range of equipment. • Make careful observations. • Record findings using simple scientific language, drawings, and labelled diagrams. • Use results to draw simple conclusions and make predictions.	• **friction**

Lesson 4: ***What is air resistance?***	• Air resistance is a type of friction that acts on objects moving through air. • Air resistance slows down moving objects. **Working scientifically** • Plan simple scientific enquiries. • Use a range of equipment. • Make careful observations. • Record findings using simple scientific language, drawings, and labelled diagrams. • Use results to draw simple conclusions and make predictions.	• **air resistance** • gravity
Lesson 5: ***What is water resistance?***	• Water resistance is a type of friction that acts on objects moving through water. • Water resistance slows down moving objects. • Streamlining reduces the effects of water resistance. **Working scientifically** • Use a range of equipment. • Make careful observations. • Record findings using simple scientific language, drawings, and labelled diagrams. • Report on findings from enquiries, including oral and written explanations.	• friction • push • streamlined • **water resistance**
Lesson 6: ***What can simple machines do to forces?***	• Levers, pulleys, and gears are all simple machines. • Simple machines can make forces bigger. • Simple machines can change the direction of forces. **Working scientifically** • Ask relevant questions and use different types of scientific enquiries to answer them.	• cogs • effort • fulcrum • gear • **lever** • load • pulley

Topic
History

Unit overview			
	Key knowledge	**Key vocabulary**	
Lesson 1 ***Who were the Vikings?***	• The Viking age in European history was from about 790CE to 1066. • Many Vikings left their homes in Scandinavia and sailed to other parts of Europe. • Vikings used their longships to travel a lot. • Longships could sail in shallow water which meant they could travel up rivers as well as across the sea.	• Danes • homelands • **longship** • monasteries	• Norse people • Scandinavia • treasure • Viking
Lesson 2 ***How do historians know about how the Vikings traded?***	• The Vikings were great traders, who travelled far and wide buying and selling a variety of goods. • Different goods were used for different purposes. • Excavations and analysis of Viking hoards show us how far the Vikings travelled and traded.	• artefact • enslaved people • **excavation**	• goods • hoard • trade
Lesson 3 ***What were the Viking raids and why were they so successful?***	• The first places the Vikings raided in England were religious buildings, such as priories and monasteries. • Vikings raided religious buildings because they were easy to find and contained lots of valuable items such as gold and silver. • Vikings fought mainly with a sword or axe, a wooden shield, and a helmet made or iron or leather. • Vikings believed dying bravely in battle would help them reach Valhalla (heaven).	• chieftain • Freya • Monastery • Odin	• priory • **raid** • Thor • Valhalla
Lesson 4 ***What was the Danelaw?***	• By 874CE the Vikings had conquered all the English kingdoms except Wessex. • King Alfred's victory at the Battle of Edington forced Guthrum to withdraw from Wessex and agree to the division of England. • The Vikings settled in the Danelaw, where York was the most important city. • Many Anglo-Saxons lived peacefully in the Danelaw as long as they lived according to Danish law.	• **battle** • Danelaw • Guthrum	• heathen • Thing
Lesson 5 ***How did England become a unified country?***	• Vikings lived a simple and comfortable life with the whole family in a longhouse. • Vikings were farmers and also craftspeople. • Edward the Elder and his sister Aethelflaed worked to conquer the Danelaw. • Edward's son, Athelstan, became the first king of the whole of England	• conquer • defeated • hierarchy • longhouse	• reign • territory • **unification**

Lesson 6 ***Did the Vikings rule England?***	• Towards the end of the 10th century, Viking raids had begun again. • King Ethelred tried to prevent these attacks using the Danegeld. • Danish king, Sweyn Forkbeard attacked England in retaliation for the St Brice's Day Massacre and won. • Sweyn Forkbeard's son, King Cnut ruled England, Denmark, and Norway peacefully. • In 1042, Edward the Confessor became king after 25 years of Danish rule.	• Danegeld • revenge • **truce**

Art/DT	***Art – Drawing: I need space.*** Pupils who are secure will: • Understand and explain what retro futurism is. • Participate in discussions and offer ideas. • Evaluate images using simple responses, sometimes using formal elements to extend ideas. • Provide plausible suggestions for how a piece was created. • Comfortably use different stimuli to draw from. • Use past knowledge and experience to explore a range of drawing processes. • Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. • Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. • Generate a clear composition idea for a final piece that shows how it will be drawn. • Apply confident skills to make an effective collagraph print. • Independently select tools and drawing techniques, with some guidance.

Music	**Blues** Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.

PE

Football

LESSON 1	To develop attacking skills and apply them to different situations.
LESSON 2	To send and receive under pressure.
LESSON 3	To communicate with my team, move into space and take the ball towards goal.
LESSON 4	To use defensive techniques to win possession.
LESSON 5	To apply defending tactics as a team.
LESSON 6	To use and apply skills, principles and tactics to a game situation.

Gymnastics

LESSON 1	To perform symmetrical and asymmetrical balances.
LESSON 2	To perform interesting symmetrical and asymmetrical balances using apparatus.
LESSON 3	To develop the straight, forward, straddle and backward roll.
LESSON 4	To develop the straight, forward, straddle and backwards roll into a sequence.
LESSON 5	To explore different travelling actions using both canon and synchronisation.
LESSON 6	To explore different methods of travelling, linking actions in both canon and synchronisation.

RE	***Prophecy and Promise*** *By the end of this unit of study, pupils will be able to: U5.2.1. Show an understanding of scripture passages that speak of David's life, recognising the intended audience and the historical context. U5.2.2. Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1- 17; Lk 1:32-33), recognising the gospel writers are writing for Christians. Recognise links with God's covenant with Abraham. U5.2.3. Use specialist vocabulary to describe and explain the nature of David's kingship in the Old Testament, with reference to the passages that speak of David's kingship and Psalm 21:1-7. U5.2.4. Recognise that David is a model of prayer, referencing one of the psalms. U5.2.5. Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember.* *D5.2.1. Playing with possibilities, asking 'what if?' questions that explore why God especially values those the world overlooks. For example, what if Samuel had followed his own judgement rather than God's in choosing a king? What is the possibility of those values being overlooked in today's communities? (RVE) D5.2.2. Wondering about the imagery of shepherd used in the scripture passages studied and explore how it helps them, as readers, understand servant leadership. D5.2.3. Exploring artistic representations of the O Antiphons, describe what they represent, and say which they prefer, giving reasons for their choice.*
Spanish	Do you have a pet? Pupils will have the knowledge and skills to describe their pets orally and through written means. In this unit pupils will learn how to: • Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. • Tell somebody in Spanish if they have or do not have a pet. • Ask somebody else in Spanish if they have a pet. • Tell somebody in Spanish the name of their pet. • Attempt to create a longer phrase using the conjunctions y ("and") or pero ("but").