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| September 2021 |



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| Cayton School | Medium Term Curriculum Plan Year 5 – Summer 1 |

*Learn from yesterday, seek today and aimfor tomorrow*

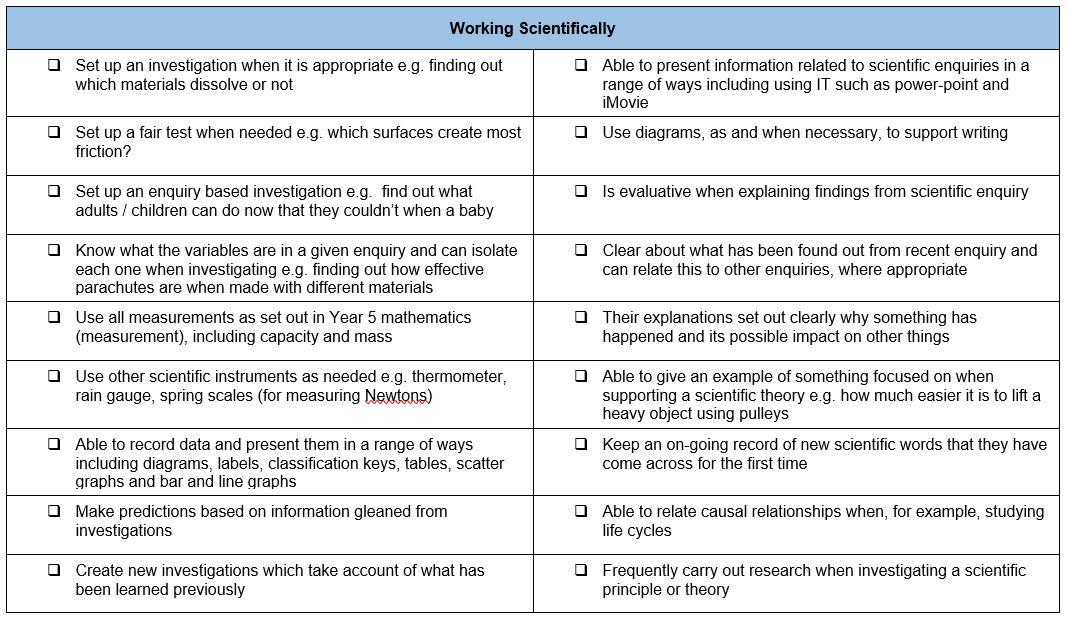
**HistoryDriver: Vikings**

**Key Enquiry: Why did the Vikings win most battles against the Anglo-Saxons?**

**HistoryDriver**

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| **What I need the children to learn** | **Possible learning experiences** |
| **CHRONOLOGY**  **(Stone age to 1066)** |  |
| *To include:*  *Stone age to Iron age*  *Romans*  *Anglo-Saxons*  *Vikings* |  |
| * Know where the Vikings originated from and show this on a map * Know that the Vikings and Anglo-Saxons were often in conflict * Know why the Vikings frequently won battles with the Anglo-Saxons | ***Plot on a timeline***  ***Yorkshire Murton Park ‘Viking for the day’ visit – covers Viking life, mock battle with Anglo-Saxons and more***  ***Writing, debates, role-play, photographs, artefacts*** |

**Science**

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| **What I need the children to learn** | **Possible learning experiences** |
| **All living things and their habitats** |  |
| *Life cycles – plants and animals*  *Reproductive processes*  *Famous naturalists* |  |
| * Know the life cycle of different living things e.g. mammal, amphibian, insect and bird * Know the differences between different life cycles * Know the process of reproduction in plants ***including sexual and asexual reproduction*** * Know the process of reproduction in animals | ***Look at the life cycles within these categories – practically could have butterflies/ tadpoles***  ***Progress to understand sexual (male and female plant required) and asexual (one parent plant needed – potatoes, strawberries starfish) reproduction*** |
| **Animals, including humans** |  |
| *Changes as humans develop from birth to old age* |  |
| * Create a timeline to indicate stages of growth in humans | ***Can they make a timeline of someone in their family – mum, dad, grandparents – use photographs of them to order, look in more detail about the changes – specifically hormones – just talk at this stage about chemicals in the body, older people skin cells, getting older, hair, growth – losing hair*** |

**Computing**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Using programs** |  |
| *Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information* |  |
| * combine sequences of instructions and procedures to turn devices on and off | Use of Micro-bit Robots with reference to:  <https://www.icompute-uk.com/members-area/uks2/index.html> and select Year 5 and then iAlgorithm unit |
| **Create programs** |  |
| *Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts* |  |
| * use technology to control an external device | Use of Micro-bit Robots with reference to:  <https://www.icompute-uk.com/members-area/uks2/index.html> and select Year 5 and then iAlgorithm unit |

**Art**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Drawing, painting and sculpture** |  |
| *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]* |  |
| * know how to use shading to create mood and feeling * know how to organise line, tone, shape and colour to represent figures and forms in movement. * know how to express emotion in art * know how to create an accurate print design following given criteria. | ***Draw Viking long boat***  ***3D shields***  ***Clay Viking faces*** |

**Physical Education – Follow Real P.E. and supplement with NC P.E. experiences**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Athletics** |  |
| *use running, jumping, throwing and catching in isolation and in combination* |  |
| * controlled when taking off and landing * throw with increasing accuracy * combine running and jumping |  |
| **Competitive Games** |  |
| *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* |  |
| * gain possession by working a team and pass in different ways * choose a specific tactic for defending and attacking * use a number of techniques to pass, dribble and shoot |  |
| **Gymnastics** |  |
| *develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]* |  |
| * make complex extended sequences * combine action, balance and shape * perform consistently to different audiences |  |
| **Dance** |  |
| *perform dances using a range of movement patterns* |  |
| * compose own dances in a creative way * perform dance to an accompaniment * dance shows clarity, fluency, accuracy and consistency |  |
| **Outdoor and Adventurous Activity** |  |
| *take part in outdoor and adventurous activity challenges both individually and within a team* |  |
| * follow a map into an unknown location * use clues and a compass to navigate a route * change route to overcome a problem * use new information to change route | ***Orienteering, cross-country, obstacle courses, building stamina***  ***Links to Real PE 5*** |
| **Evaluate** |  |
| *compare their performances with previous ones and demonstrate improvement to achieve their personal best* |  |
| * pick up on something a partner does well and also on something that can be improved * know why own performance was better or not as good as their last |  |
| **Real P.E.** |  |
| **Unit 5 Health and Fitness**   * I can self select and perform appropriate warm up and cool down activities. I ca identify possible dangers when planning an activity. |  |
| **Nigel Carson Sessions** |  |
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**PSHE**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Relationships** | **Resource links from: Jigsaw** |
| *• Know that a personality is made up of*  *many different characteristics, qualities and*  *attributes*  *• Know that belonging to an online community*  *can have positive and negative consequences*  *• Know that there are rights and responsibilities*  *in an online community or social network*  *• Know that there are rights and responsibilities*  *when playing a game online*  *• Know that too much screen time isn’t healthy*  *• Know how to stay safe when using technology to communicate with friends.* | Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. They learn about age -limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels  uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.  **See the link below** |

[**https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/s1slj10y/06-ages-9-10-jigsaw-skills-and-knowledge-progression-for-parents.pdf**](https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/s1slj10y/06-ages-9-10-jigsaw-skills-and-knowledge-progression-for-parents.pdf)

**Religious Education**

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| **What I need the children to learn** | **Possible learning experiences** |
| **U2.6** |  |
| * What does it mean to be a Muslim in Britain today? | ***Summer 1 and Summer 2***  ***Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime?***  ***Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (Ummah). Investigate how they are practised by Muslims in Britain today. Consider what beliefs, practices and values are significant in pupils’ lives.*** |

**Foreign Languages**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Speaking** |  |
| *speak in sentences, using familiar vocabulary, phrases and basic language structures* |  |
| * hold a simple conversation with at least 4 exchanges * use knowledge of grammar to speak correctly |  |
| **Reading** |  |
| *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* |  |
| * understand a short story or factual text and note the main points * use the context to work out unfamiliar words |  |
| **Writing** |  |
| *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary* |  |
| * write a paragraph of 4-5 sentences * substitute words and phrases |  |

**Cayton Creation**

Design my own Viking shield

**Cayton Conclusion**

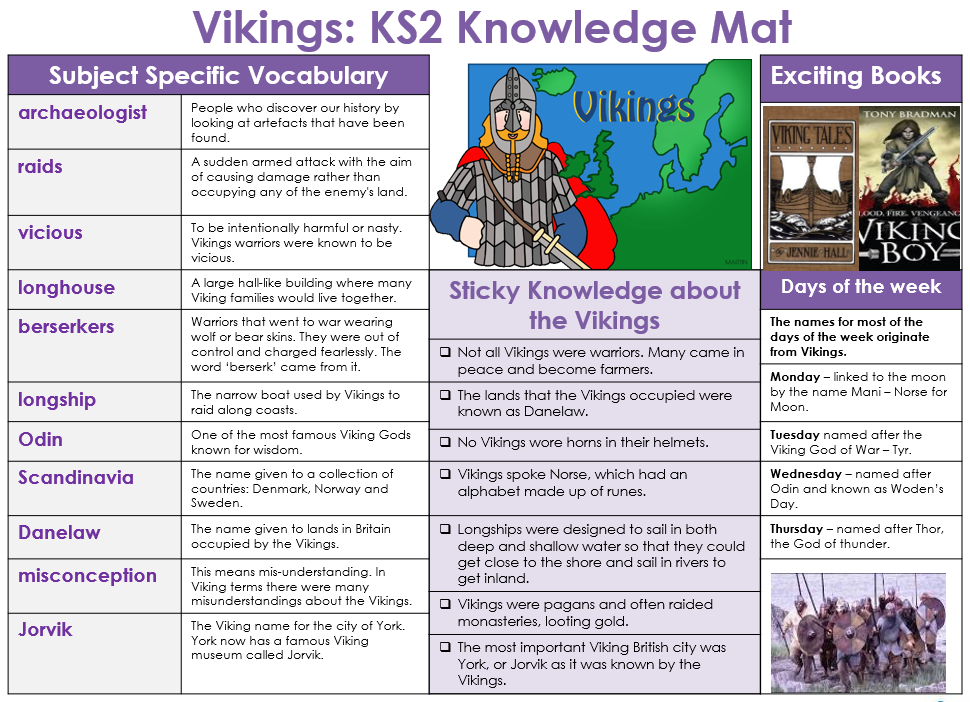
Battle as Anglo Saxons Vs Vikings

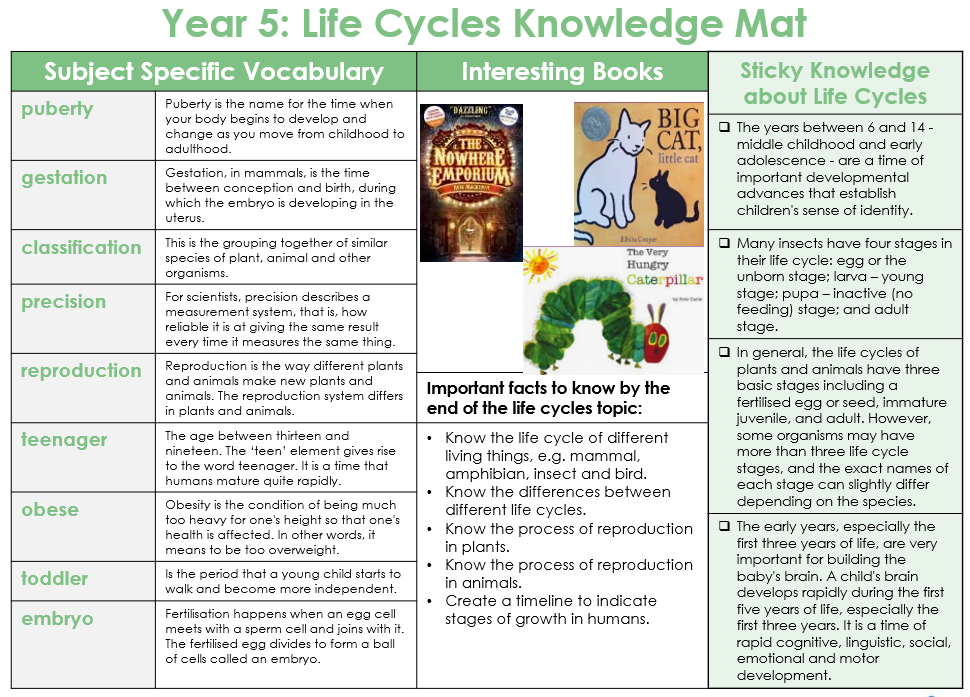
**English**

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| **What I need the children to learn** | **Possible learning experiences** |
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**Mathematics**

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| **What I need the children to learn** | **Possible learning experiences** |
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