

# ORTON WISTOW PRIMARY SCHOOL

## CURRICULUM NEWSLETTER



**Academic Year:**

2022/2023

**Term:** Autumn

**Year Group:** 5

**Topic Title:** Vikings

Subject	Learning
English - Reading	<p>During the Autumn Term, we will be studying and reading the texts <i>Clockwork</i> by Philip Pullman and <i>Viking Boy</i> by Tony Bradman.</p> <p>Through these texts we will be teaching the reading skills of vocabulary development, general knowledge linked to each text, close reading, comprehension and fluency.</p>
English - Writing	<p>Using our Power of Reading Texts, <i>Shackleton's Journey</i> and <i>Varmints</i>, as a stimulus for our writing, we will focus on the following types of writing:</p> <p><b>Recount</b> – Children will familiarise themselves with the text type and identify the main features of a recount. They will learn how to write about real events in an interesting and detailed way, using <i>Shackleton's Journey</i> as a model.</p> <p><b>Persuasive speeches</b> – The children will identify the main features of persuasion. They will plan and draft their work, considering the purpose, showing an awareness of the audience and using the features identified at the start of the unit.</p> <p><b>GPS Expectations:</b> brackets, dashes and commas for parenthesis, modal verbs, adverbials of time, relative clauses, a range of cohesive devices, degrees of possibility, adverbials.</p> <p>Each genre of writing will be supported by the Alan Peat sentence types.</p>
English – Phonics/Spelling	<p>This term our spelling will cover common exception words, using the Sir Linkalot app. We will begin with Great Grimms and cover one bundle each fortnight.</p>
Mathematics	<p>Our lessons will cover the following areas of maths:</p> <p><b>Number and Place Value</b> - We will begin by reviewing how to read and write numbers to 100 000, quickly moving onto numbers to 1 000 000. Time is spent using concrete materials to represent numbers to 1 000 000, including number discs and place-value charts. We will then compare numbers to 1 000 000 using knowledge of place value in addition to bar models to help. We will complete the unit by making number patterns and rounding numbers to the nearest 10, 1000, 10 000 and 100 000.</p> <p><b>Addition and Subtraction</b> – We will focus on adding within 1 000 000 and subtracting within 1 000 000. We will use multiple key methods, such as the column method and number bonds to add and subtract numbers. The children will have access to concrete materials throughout the unit, improving their visualisation and mental skills.</p> <p><b>Multiplication and Division</b> – The unit begins by finding and defining multiples and factors and common factors. The children will begin to work with prime numbers and determine what makes a number prime or composite. After this, they work with square and cube numbers before moving on to multiplying by 10, 100 and 1000. When multiplying, we will use a variety of methods, including: number bonds, column methods and the grid method. We will then move on to multiply by 2-digit numbers before beginning to divide by 10, 100 and 1000. We complete the unit by learning to divide, giving rise to remainders using multiple methods, including number bonds and long and short division.</p> <p><b>Solving word problems</b> – Once we have practised the different calculation methods, we will apply these strategies to solving word problems. We begin the unit by simply choosing the correct operation before moving onto representing the key information using bar models.</p>
Science	<p>Our Science focus for this term will be on properties and changes of materials. During this topic we will be covering:</p>

	<ul style="list-style-type: none"> <li>● Properties and changes of materials <ul style="list-style-type: none"> <li>• compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>• I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul> </li> <li>● Animals, including humans <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age.</li> </ul> </li> </ul>
<b>Computing</b>	<p>Computer Science-2Code</p> <p>1.Review coding vocabulary and skills from Year 4, including timers and counting machines using variables. Create a code that conforms to a design.</p> <p>2. Design and write a program that simulates a physical system. 3. Review the use of number variables in 2Code and explore text variables. 4/5/6- Design, code, test and debug a competitive playable game. Create a game with a timer and score pad, use variables to control the objects in the game and create loops using if/else statements.</p> <p>Information Technology Make cross curricular links (D.T) to link to 3D modelling learning (supporting material 5.6 3D Modelling unit on Purple Mash)</p>
<b>History</b>	<p>Our history topic this term will be all about the Vikings - investigating the key questions:</p> <ol style="list-style-type: none"> <li>1. What image do we have of the Vikings?</li> <li>2. Why have the Vikings gained such a bad reputation?</li> <li>3. How did the Vikings try to take over the country and how close did they get?</li> <li>4. How have recent excavations changed our view of the Vikings?</li> <li>5. What can we learn about Viking settlements from a study of place name endings?</li> <li>6. Raiders or settlers?</li> </ol>
<b>Geography</b>	<p>In the Autumn term our topic is called "Somewhere to Settle"</p> <p>We will investigate the key areas of human and physical geography, describing and understanding key aspects of:</p> <ul style="list-style-type: none"> <li>• Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p>Geographical skills and fieldwork –</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul> <p>Progression of Skills:</p> <ul style="list-style-type: none"> <li>o To describe route and direction, location linking 8 points of compass to degrees on compass link words to theme e.g. river – erosion/ deposition/ transportation: coasts – long shore drift/ headland</li> <li>o Ask questions: what is this landscape like? How has it changed? What made it change? How is it changing?</li> <li>o Analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life</li> </ul>

	<ul style="list-style-type: none"> <li>o Identify and explain different views of people including themselves</li> <li>o Field sketches should show understanding of pattern/ movement/ change</li> <li>o Draw in scale – accuracy of scale</li> <li>o Use key to make deductions about landscape/ industry/ features etc.</li> </ul>
<b>Art &amp; Design</b>	<p>In this term, we will be using clay to create chess pieces inspired by the Lewis Chessmen.</p> <p>We will learn about the history of the Lewis chess pieces, experiment with sketching Celtic knots and patterns, then design, create and evaluate our own chess piece.</p>
<b>Music</b>	<p>We will be studying Living on a Prayer by Bon Jovi; learning the song and the rhythm patterns and then playing the rhythm pattern using tuned percussion.</p> <p>We will also study classical music via the BBC 10-pieces scheme looking closely at <i>Ride of the Valkyries</i> by Wagner.</p>
<b>Design Technology</b>	<p>Our focus for this term's DT project will be Electronics &amp; Structural Mechanisms –</p> <ul style="list-style-type: none"> <li>• Combining elements of design from a range of inspirational designers throughout history, giving reasons for choices. Design product using CAD (Sketch Up)</li> <li>• Convert rotary motion to linear using cams.</li> <li>• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</li> <li>• Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>
<b>PE</b>	<p>There will be one outdoor and one indoor session this term.</p> <p>We will be covering:</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Fitness</li> <li>• Hockey</li> <li>• Gymnastics</li> </ul> <p>Those children who need further teaching to meet the National Curriculum expectation of swimming 25m unaided will also attend 6 swimming sessions this term.</p>
<b>RE</b>	<p>Our RE focus for this term will be on Christianity.</p> <p>Investigating the key questions:</p> <ol style="list-style-type: none"> <li>1. What are the 10 commandments and why are they important to Christians?</li> <li>2. How and why do Christians worship?</li> <li>3. How might the Bible influence the decisions a Christian makes?</li> <li>4. Can you compare and contrast the Christian festivals of Easter and Christmas?</li> <li>5. What made Jesus an inspirational leader for his disciples?</li> <li>6. How do Christian beliefs contrast with those held by Humanists or other world views?</li> </ol>
<b>MFL</b>	<p>In the Autumn term we will study the unit <i>Notre École</i> (our school). We will learn to:</p> <ul style="list-style-type: none"> <li>- Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>- Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>- Engage in conversations; ask and answer questions; express opinions and respond to those of others.</li> <li>- Read carefully and show understanding of words, phrases and simple writing.</li> </ul>

	<ul style="list-style-type: none"> <li>- Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</li> <li>- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>- Describe people, places, things and actions orally and in writing.</li> <li>- Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms, key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
<b>PSHE</b>	<p><b>PSHE: Health</b> – Pupils will consider their physical and mental health, including how and when to ask adults for support, and good strategies to look after their health, such as good quality sleep and physical activity.</p> <p><b>PSHE: Bullying</b> – Pupils will learn about different types of friendships and how these can change over time. They will also learn about the definition of bullying and its impact both on and offline.</p> <p><b>RSE: My Feelings &amp; My Body</b> – Pupils will learn how their emotions and their bodies will change as they approach puberty.</p>
<b>Online-Safety</b>	<p>We will have two E-Safety lessons this term. These will be:</p> <p><b>Strong Passwords</b> - Pupils and students learn how to create secure passwords in order to protect their private information and accounts online.</p> <p><b>Digital Citizenship Pledge</b> - Pupils and students work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a We the Digital Citizens Pledge.</p>