

Key Literacy Texts: Attack of the Vikings (Tony Bradman)	Locality Links: River Humber Local industry/trade links St Peter's Church York/Jorvik	Visits/experiences/hooks St Peter's Church English Trust Volunteer Thornton Abbey	Artist of the term William Morris	Author of the term Tony Bradman
Writing Outcomes: myth/narrative, recount, poetry, persuasion, explanation, discussion, character narrative/ description		Links to the world of work: Humber Ports Renewable energy sector Archaeologists		Key artefacts/resources: local maps - historical Sutton Hoo images and maps primary and secondary sources

Writing	Reading	Maths	Science	History	Geography	RE	PSHCE	DT	PE	ICT	Music
<p>To write a descriptive poem (longboat). To use metaphor. To describe setting and character. To use expanded noun phrases.</p> <p>To write a first person recount (an Anglo farmer watching the Viking long boat sailing up the Humber). To use inverted commas for dialogue. To use dialogue to convey character. To use - () correctly.</p> <p>To write a persuasive speech (Finn's speech after Andari village invasion). To use formal language. To use technical and historical vocabulary appropriately.</p> <p>To write an explanation text (trade and industry). To historically accurate language and detail. To use , ; : to compose multi-clause sentences. To use parenthesis to add detail.</p> <p>To write a persuasive speech (as Kjartan gives advice pre-invasion). To use informal language. To use sentence structure to convey emotion. To use pronouns to show cohesion.</p> <p>To write a Viking myth/legend (one of Kjartan's stories). To use vivid vocabulary to describe setting and atmosphere. To use paragraphs to sequence a short narrative.</p>	<p>To use knowledge of root words, prefixes and suffixes to read aloud and understand new words (daily).</p> <p>To practise using intonation, tone and volume, when reading aloud, so the meaning is clear to an audience (daily).</p> <p>To distinguish between fact and opinion (weekly).</p> <p>To retrieve and record key details from fiction and non-fiction (retrieval).</p> <p>To retrieve and record key details from fiction and non-fiction (retrieval).</p> <p>To explain and justify inference with evidence from a text.</p> <p>To explain and justify inference with evidence from a text.</p> <p>To summarise ideas from more than one paragraph.</p> <p>To predict what might happen from details stated and implied.</p> <p>To explain how meaning is enhanced through word choices and phrases.</p> <p>To explain the meanings of words in context.</p> <p>To retrieve and record key details from fiction and non-fiction (retrieval).</p> <p>To retrieve and record key details from fiction and non-fiction (retrieval).</p> <p>To explain and justify inference with evidence from a text.</p>	<p>TBAT read, write, order and compare numbers to at least 1,000,000</p> <p>TBAT identify the value of digits</p> <p>TBAT add and subtract mentally</p> <p>TBAT use written methods for addition and subtraction</p> <p>TBAT identify multiples and factors</p> <p>TBAT multiply and divide whole numbers by 10, 100 and 1000</p> <p>To know angles are measured in angles</p> <p>TBAT estimate and compare acute, obtuse and reflex angles</p> <p>TBAT convert units of measurements</p> <p>TBAT measure and calculate the perimeter</p> <p>TBAT calculate and compare the area of rectangles</p> <p>TBAT use written method for multiplication</p> <p>TBAT compare and order fractions</p> <p>TBAT read, write, order and compare numbers up to three decimal places</p> <p>TBAT identify regular and irregular polygons</p> <p>TBAT use properties of rectangles to deduce related facts and find missing lengths and angles</p>	<p>Separating Mixtures (1st/3) TBAT explain what I know about separating materials. (SB) Research and secondary sources.</p> <p>TU how solid particles of different sizes can be separated by sieving. (SB) IC</p> <p>TK that some materials dissolve into a liquid to form a solution. (AB) CFT</p> <p>TBAT investigate which solids dissolve in water to form solutions (SB) CFT</p> <p>TBAT understand that although the solid cannot be seen it is still present. (SB) Research and secondary sources.</p> <p>TBAT record and report the results of an investigation on dissolving as evidence to support or refute predictions made. (SB) CFT</p> <p>TBAT describe how to recover a substance from a solution, by evaporation and explain how they know this. (AB/SB) CFT</p> <p>TBAT predict and test whether this is always the case for solutions. (SB) CFT</p> <p>TU that when solids do not dissolve or react with water (liquid), they can be separated by filtering and will have applied this knowledge to solving a filtration problem. (SB) CFT</p> <p>TBAT use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating. (AB) CFT</p> <p>TBAT use scientific language such as ductile, permeable, impermeable and porous.</p>	<p>TBAT place the Viking invasion on a timeline in relation to world history. .</p> <p>To use secondary sources to explain why the Vikings invaded Britain.</p> <p>TU the impact of Viking invasions on Britain and how things changed. (decisions taken by Alfred the Great).</p> <p>TU the significance of Viking gods, what they represent and how they compare to cultural traditions from historical periods (Roman Britain-prior learning).</p> <p>TBAT place the Anglo-Saxon period on a concurrent timeline in relation to world history.</p> <p>TK what was discovered at the archaeology site Sutton Hoo (secondary sources).</p> <p>TBAT challenge sources based on archaeological evidence through posing questions (Sutton Hoo).</p> <p>TBAT make purposeful selection of evidence from an archaeological site.</p> <p>TU why there are different interpretations of the burial at Sutton Hoo (secondary sources).</p> <p>TU, compare and contrast about the way of life of the Anglo-Saxons in a</p>	<p>TU and locate where the Vikings came from and to on a world map (invasion).</p> <p>TK the route Vikings took into our local area and the significance to our town (River Humber/Viking Way).</p> <p>TU the meaning behind local settlement names.</p> <p>TU the significance of our local area to the Vikings - link River Humber to Jorvik.</p> <p>To compare/contrast the landscape of the River Humber, including trade and industry over time to present day.</p> <p>To compare/contrast the landscape of York, including trade and industry over time to present day.</p> <p>TBAT identify Anglo-Saxon areas in the local area and understand their historical and geographical significance (fieldwork).</p> <p>TBAT locate locations on a OS map.</p> <p>TBAT read coordinates to 4 and 6 grid reference.</p>	<p>What is RE? believing, living, thinking</p> <p>TK the key beliefs of Hinduism - believing</p> <p>TK the key beliefs of Hinduism - believing - living</p> <p>TU the concept of dharma - believing - living - thinking</p> <p>TU the concepts of ahimsa - believing - living - thinking</p> <p>TU the concept of Satsong - believing - living - thinking</p> <p>TK the key beliefs of Islam - believing - thinking</p> <p>TK the five pillars of Sunni Islam - Shahadah</p> <p>TK the five pillars of Sunni Islam - Salat</p> <p>TK the five pillars of Sunni Islam - Zakat</p> <p>TK the five pillars of Sunni Islam - Sawn</p> <p>TK the five pillars of Sunni Islam - pilgrimage</p> <p>TBAT create an Ibook on key beliefs</p>	<p>To have an awareness of who I am and my identity (family, likes, dislikes, aims and ambitions etc).</p> <p>To be able to articulate my identity to others.</p> <p>To identify risks when out in the community.</p> <p>To know ways to keep safe in the community, including recognising unsafe acts.</p> <p>To identify forms of anti-social behaviour and say why it is criminal.</p> <p>Careers To know the skills and qualifications needed to work in the renewables sector.</p> <p>To use internet research to know about the local jobs market in the renewables sector.</p> <p>To understand what my digital footprint is.</p> <p>To know how to maintain a safe digital footprint.</p> <p>To know what the term LGBTQ+ means.</p> <p>To know why the Stonewall Riots happened and suggest their legacy.</p> <p>To recognise and challenge gender stereotypes.</p> <p>To know how other factors, such as</p>	<p>Viking longship Focus - structure / model.</p> <p>TBAT research prior to making a product and communicate my ideas through discussion and annotated design diagrams.</p> <p>TBAT make a functional product which is fit for the design purpose.</p> <p>TBAT choose from a wide range of tools and materials to make my product.</p> <p>TBAT to choose my materials based on their water resistant properties. (shape and material).</p> <p>TU how key events/individuals in technology have shaped the world. (the maritime developments of the Vikings)</p> <p>Science link (pre-learning to forces in Spring term)</p> <p>TBAT identify the effects of air resistance, water resistance and friction that act between moving surfaces. (AB) RSS</p> <p>TBAT describe the effects of water resistance</p>	<p>Body management</p> <p>To perform key gymnastic positions. To demonstrate tension and control. To link gymnastic positions to perform a headstand X2. To create a sequence and perform it with quality.</p> <p>Invasion Games</p> <p>To refine basic skills. X2 To develop a new invasion game. X3 To perform skills in a game situation.</p> <p>Interpretative Dance</p> <p>To respond to music. To create a narrative based on music X2. To create and refine a narrative. To perform a narrative.</p> <p>Athletics</p> <p>To select appropriate skills for events.</p>	<p>Hist/geog link</p> <p>TBAT analyse information. (Y5)</p> <p>TBAT evaluate information. (Y5)</p> <p>TU how search results are selected and ranked. (Y5)</p> <p>TU that you have to make choices when using technology and that not everything is true/safe. (Y5)</p> <p>TBAT select, use and combine software on a range of digital devices. (Y6)</p> <p>TBAT use a range of technology for a specific project. (Y6)</p> <p>TU the risks of online use of technology. (Y6)</p> <p>TU how to minimise risks. (Y6)</p>	<p>TBAT listen and express impressions on a piece of music</p> <p>TBAT explore scales and chords</p> <p>TBAT perform scales and chords</p> <p>TBAT learn and perform a melody in a four part round</p> <p>TBAT sing a song exploring pitch and harmony</p> <p>TBAT evaluate own and groups performances</p>

<p>To write a character description (Sea Wolves/Red Swain). <i>To describe character vividly using noun phrases and figurative language.</i> <i>To use pronouns and cohesion effectively.</i> <i>To use : correctly.</i></p> <p>To write a discussion text (balanced argument -Sutton Hoo archaeology). <i>To use subordinating conjunctions.</i> <i>To use "" correctly for quotations.</i> <i>To use ; correctly.</i></p>	<p>To explain and justify inference with evidence from a text.</p> <p>To summarise ideas from more than one paragraph.</p> <p>To predict what might happen from details stated and implied.</p> <p>To explain how meaning is enhanced through word choices and phrases.</p> <p>To explain the meanings of words in context.</p>	<p>TBAT identify 3D shapes, including cubes and other cuboids</p>	<p>(AB) Research and secondary sources.</p> <p>TBAT review my work on separating mixtures. (SB) Research and secondary sources.</p> <p>Types of change (2nd/3)</p> <p>TBAT explain what I know about types of change in materials. (SB) Research and secondary sources.</p> <p>TBAT discover that some materials dissolve and that solubility rates vary. (SB) CFT</p> <p>TBAT predict whether the solute can be recovered from the solution due to evaporation. (SB) CFT</p> <p>TU that mixing, dissolving and changes of state are reversible changes and use this knowledge to separate materials. (SB/AB) CFT</p> <p>TU that melting is a reversible change and have investigated this process. (SB) CFT</p> <p>TU that burning is an irreversible change and that new materials are formed. (SB/AB) CFT</p> <p>TU that heating some materials can cause them to change and that this can be irreversible. (SB) CFT</p> <p>TBAT explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible (AB) Research and secondary sources.</p> <p>TU that putting acid on bicarbonate of soda will cause a chemical change that is irreversible. (SB/AB) CFT</p> <p>TU that the type, strength and amount of acid and the amount of bicarbonate of soda will affect the reaction. (SB) CFT</p> <p>TBAT use knowledge of changing and separating materials to complete a meal-making challenge. (SB) CFT</p> <p>AB - assessment booklet SB - science bug</p>	<p>village settlement. (Roman prior learning and local fieldwork).</p>			<p>religion or the media, may affect attitudes towards gender.</p> <p>Careers and economic well-being - enterprise activities.</p>	<p>on moving objects. (SB) RSS</p> <p>TBAT identify the best shaped hull to reduce the effects of water resistance. (SB) CFT</p>	<p>To develop jumping technique. To select and apply appropriate technique.</p> <p>To improve on a performance. To show determination. To run for an extended period of time.</p>		<p>MFL</p> <p>Year 5/6 following scheme of work</p>
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