



Carrington Junior School OBJECTIVES AND LEARNING OPPORTUNITIES: AUTUMN TERM Year 5

Curriculum document 9.3 – reviewed September 2017

Theme: Behaviour from Scandinavia

English – literature suggestions	Beowulf (Kevin Crosley-Holland) Beowulf (Michael Morpurgo) Beowulf (Seamus Heaney) Kennings and riddles Sagas and mini sagas East o' the sun and west of the moon (Norwegian fairytale) Freedom for Bron (N.S. Blackman) King Arthur and knights of round table (Marcia Williams)
English – writing suggestions	Write an invitation to feast Write a job advertisement Wanted posters Letter – Beowulf to home Recount of the feast in mead-hall. Explanation text – how to kill a monster. To create a map from descriptions Character profiling. Conclude account of the battle between Beowulf and Grendel. Continue conversation between Beowulf and Hrothgar. Continue account of battle between Beowulf and Sea-hag. Newspaper report on the fight between Beowulf and Grendel How to kill a monster – explanation text. Descriptive writing
Cross- curricular writing suggestions	News reports Recounts and first person / third person perspectives Resources to share learning about the Anglo-Saxons and Scottish invasions Museum brochures Artefact fact files Obituaries / biographies / memoirs Prayers Historical text book entries / reflections on history Discursive Maps and journey descriptions Lego reviews



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History (Humanities part A)

Children will learn about Britain's settlement by Anglo-Saxons and Scots including the invasions from the North and lasting legacies. Pupils will make connections and note contrasts between this and other historical periods that they have knowledge of. Studies will explore aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Aims of the National curriculum for History:

- The national curriculum for history aims to ensure that all pupils:
- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Pupils should be taught about:

Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire

- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

Viking raids and invasion

- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

Geography (Humanities)

Children will learn about Scandinavian countries. This will include the location and characteristics of the region's most significant human and physical features. Children will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge and will communicate geographical information in a variety of



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part B)

ways, including through maps, numerical and quantitative skills and writing at length. This study will contribute to learning at other times in Key Stage 2 which enables pupils to understand geographical similarities and differences between regions of the world, in particular: the UK, Europe and South America. A Lego workshop bringing together learning about Scandinavia (home of) and science, may support cross-curricular learning.

The national curriculum for geography **aims** to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

Locational knowledge:

- locate the world's countries, using maps to focus on Scandinavia within Europe. Studies will concentrate on environmental characteristics, key physical and human characteristics, countries and major cities

Place knowledge:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography:

Describe and understand key aspects of:

- physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
- 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



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Science

Geographical skills and fieldwork:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Science learning in this term is broadly based. Where pertinent links can be made between science topics and the topic 'Behaviour from Scandinavia' these will be made clear in lessons. A Lego workshop bringing together learning about Scandinavia (home of) and science, may support cross-curricular learning.

The national curriculum for science **aims** to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Forces:

Pupils should be taught to:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect (**Study Archimede's water screw**).

Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement.

Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.



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Animals including humans:

Pupils should be taught to:

- describe the changes as humans develop to old age.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Working scientifically:

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

These opportunities for working scientifically should be provided across years 5 and 6 so that the expectations in the programme of study can be met by the end of year 6. Pupils are not expected to cover each aspect for every area of study.

Art and design

Children will explore examples of art and artists linked to studies in other curriculum areas. E.g. Anglo-Saxon illuminated lettering and Viking jewellery (history). They will also learn about great artists, architects and designers in History and linked to studies of Scandinavia. Children will explore art techniques such as drawing, painting and sculpture and have opportunities to create their own works.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences



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- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

At KS2 pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Design and Technology

Children will design and make a models and artefacts linked to the wider topic. Possibilities include: An Anglo-Saxon or Viking home / jewellery / longboat. Ancient sandals, a recipe for an Anglo-Saxon feast. Linked to Scandinavia, Lego as a construction material, may be explored.

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.
- Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

At KS2, when designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular



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	<p>individuals or groups</p> <ul style="list-style-type: none">• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none">• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none">• investigate and analyse a range of existing products• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work• understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none">• apply their understanding of how to strengthen, stiffen and reinforce more complex structures• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]• apply their understanding of computing to program, monitor and control their products. <p>Cooking and nutrition</p> <ul style="list-style-type: none">• understand and apply the principles of a healthy and varied diet• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Music	<p>Children will appraise and create music linked to the topic ‘Behaviour from Scandinavia.’ Children will compose music fit for an Anglo-Saxon feast. All children learn an instrument in specialist taught lessons. Children will learn songs and take part in choral performances throughout the year.</p> <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none">• perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians• learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument,



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use technology appropriately and have the opportunity to progress to the next level of musical excellence

- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

At KS2 pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Computing

Children will use a range of programs and technologies throughout learning in other subject areas. E.g. Writing code to produce a repeating pattern and learning through animation.

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.



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	<p>At KS2 pupils should be taught to:</p> <ul style="list-style-type: none">• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts• use sequence, selection, and repetition in programs; work with variables and various forms of input and output• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content• 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• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Languages	<p>Children will numbers and simple instructions in French and hold simple conversations.</p> <p>Across the key stage, learning in this subject will focus on enabling pupils to make substantial progress in one language. The teaching aims to balance practice in spoken and written language enabling pupils to understand and communicate ideas, facts and feelings in speech and writing. Learning focuses on familiar and routine matters, and requires pupils to use their knowledge of phonology, grammatical structures and vocabulary. The focus of study will be on practical communication.</p> <p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none">• understand and respond to spoken and written language from a variety of authentic sources• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation• can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt



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- discover and develop an appreciation of a range of writing in the language studied.

At KS2 pupils will should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.

PE /Games

Learning in PE will teach children about the importance of Fitness and use dance skills to express creativity linked to learning in other subjects. Learning in Games will teach hockey and rugby skills.

The national curriculum for physical education aims to ensure that all pupils:



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- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

At KS2 pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

RE

Children will learn about moral and religious practices and beliefs. Lessons follow the statutory Agreed Framework for Religious Education in Buckinghamshire and draw upon a range of resources including the LCP resources file for year 5.

PSHE

Children will reflect on their 'new beginnings' at the start of a new term and the importance of a positive classroom climate. Children will explore ways to get on happily together.

Our *Programme of Study for PSHE education* identifies the key concepts, skills and attributes developed through PSHE education. We will fulfil our statutory responsibility to safeguard pupils, support their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

Lessons focus on three core themes:

- Health and Wellbeing
- Relationships



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- Living in the Wider World
- Transition