

Year 5/6 – Cycle B- Autumn- Half Term 2

THE FINAL FRONTIER!

CHRISTIAN VALUES: 'LIFE'

LOVE, INTEGRITY, FORGIVENESS, EQUALITY

Were the Vikings traders or raiders? In this Unit, children have the opportunity to discover for themselves that recent discoveries are beginning to change our perceptions of the stereotypical Vikings and that our earliest recordings of invasions were heavily biased. Children will explore the Viking way of life and why they felt there was a need to explore. Pupils further explore the theme of migration by debating the pros and cons of modern day migration/refugee movement in modern times.

Big Question: Why do people want to leave their homes? Is it always right to let people into our country?

SMSC: Mirror Moment: Time to reflect on what we have learned, and others points of view: Children will develop and appreciation of other cultures and ways of life, the importance of tolerance and inclusion. They will begin to understand how bias can be used to influence people's opinions, creating stereotypes and evaluate these to form our own conclusions.

Rich Texts:

To Build a Fire by Jack London
Survivors by David Long
Feasting the Wolf by Susan Price

Our Learning Values: 'REACHING'

The children will:

- . Responsibility - be in control of their own learning,
- . Evaluative - evaluate what they have done and make changes if they need to
- . Ambitious - always want to do my best to reach my goals.
- . Collaborative - work with others, sharing my strengths and ideas.
- . Hardworking - strive to do their best in all they do
- . Independent - find and use what I need to help me.
- . Nimble-minded - be open to new ideas and ways of doing things.
- . Gritty - have a go and persevere especially when I find it difficult or don't enjoy it.

As Readers and Writers we will:

- To write an informative text about the Vikings for KS2 readers.
- Exploring the thoughts and feelings about characters.
- To identify different viewpoints.
- To debate the theme of loyalty and character's actions.

As Mathematicians we will:

- Extend our knowledge of place value to numbers up to ten million.
- Explore negative numbers, including counting, comparing and calculating.
- Learn about the part-part-whole relationship and use this to solve problems
- Learn strategies for addition and subtraction including equivalence.
- Apply these skills to problem solving in a range of contexts.

As Historians we will:

- Learn about Viking raids and invasion and the resistance by Alfred the Great and Athelstan, the first king of England.
- Use different sources to decide if Viking were raiders or traders.
- Learn about the struggle for England up to Edward the Confessor.

As Scientists we will:

- Learn about the movement of the earth and other planets relative to the sun in the solar system.
- Know that the sun, moon and earth are approximately spherical bodies.
- Understand the movement of the moon relative to the earth.
- Describe day and night using the idea of the rotation of the earth.
- Think about whether there is evidence of water in Space? How do we know? Where?

As British & Global Citizens we will:

- Consider how populations change over time, and debate whether we are all immigrants if we go back far enough in time.
- Debate the pros and cons for modern day migration and refugee movement in modern times.
Consider the pushes and pulls of migration, including injustice, inequality, persecution and deprivation.
- Take part in East Hampshire District Council Takeover Day and learn about democracy in action.

Computing:

The children will learn to design, write and debug their own computer control application using scratch. E-safety – children will select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.

ART:

The children will design and create a piece of woven artwork using colours and materials inspired by the Viking period.

RE:

The children will look at the two different birth narratives, evaluating each and why they are important to Christians. We will form and explain our own opinions around each narrative.

PE/GAMES:

Basketball: Demonstrate good technical dribbling with speed and control; Send and receive, start and stop with smooth, uninterrupted actions and movements; Shoot with a variety of different techniques with a degree of accuracy.

Dance: Tell a story using face and body to convey emotions; Use a variety of movements with fluidity; Perform dances in small groups linked to whole class performance; Evaluate performances.

MFL:

The children will learn to name school subjects and talk about their likes and dislikes at school. They will also learn to ask and say the time, and talk about timings of the school day. Within conversations on this topic, the children will learn to use plurals and negatives correctly.

MUSIC: In the second unit of the term, 'Music of the Planets', children will listen and respond to 'Mars' from 'The Planets' by Holst. They will identify the metre and ostinato in the piece. The children will then compose their own piece of music, choosing to base this on Earth or the Moon, identifying the key musical features they intend to include e.g. an ostinato, a strong steady beat, a row of notes to repeat (called a tone row).

RSHE: In our second unit of the term: 'What decisions can people make with money', children will learn about how you can keep track of money so people know how much they have to spend or save. They will also begin to debate what makes something 'value for money'. They will learn that people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) and that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions. Children will also take part in 'Takeover Day' at the Local Council, and have the opportunity to consider democracy in action, and how they can influence change in their local community.

This term we will also take part in 'Think Safe'.