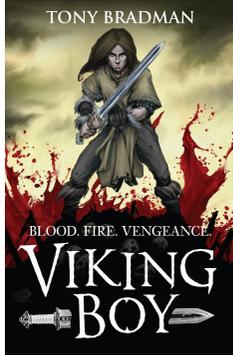




# Year 5 Learning Overview: 1

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| <b>Enquiry 1: Were the Vikings vicious or victorious?</b>   | <b>Being a Writer: Viking Boy</b>  | <b>Being an Artist/ Engineer:</b>   |
| <p>Year 5's first enquiry allows learners to work as historians and geographers as we will be going on a voyage to explore the notorious Vikings. During this enquiry, we will be discovering all about the Vikings including their settlements, beliefs, achievements and their legacy. We will be comparing the Vikings with other civilizations such as the Egyptians, Romans and Anglo-Saxons and, drawing upon all of our learning, debating using oracy skills whether Vikings were indeed vicious or victorious.</p> | <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Alongside our enquiry, we will be reading the book <i>Viking Boy</i> by Tony Bradman. This story is an action-packed blend of historical adventure and fantasy for junior readers; a blast of uncensored Viking adventure.</p> <p>We will be using this book as inspiration for diary entries, letters, character descriptions and setting descriptions focusing on the use of expanded noun phrases and complex sentences.</p> </div> </div> | <p>To help answer our first enquiry question, children will develop their design technology and art skills in order to create a Viking-inspired Prowhead.</p>   |
| <b>Being a Geographer:</b>  |  | <b>Being a Computer Technologist:</b>   |
| <p>Building on their work from Year 4, children will delve deeper into their knowledge of rivers, oceans and coasts and learn more about the settlements around them. As well as this, we will be exploring migration, rivers and coasts.</p>   |  | <p>In Term 1, we will apply our knowledge and understanding of networks to appreciate the internet as a network of networks which needs to be kept secure. Through both online and offline activities, we will learn about who owns content and how to evaluate content online to decide how honest, accurate or reliable it is.</p>  |
| <b>Enquiry 2: Are all changes reversible?</b>   | <b>Being a Reader:</b>   | <b>Being a Theologian:</b>  |
| <p>This enquiry lets learners jump into the world of science, and, as they are being scientists, they will have the opportunity to explore different types of changes under different conditions. They will explore the properties of different materials and how these can be changed.</p>   | <p>During the first two terms, Year 5 will be focussing on retrieving information and exploring and applying our understanding of vocabulary within a range of texts.</p>  | <p>Children will explore the statement 'All places of worship are the same. Do you agree' Initially, children will focus on a Christian place of worship and its key features and what they symbolise. Children will then move onto looking at the key features of a Gurdwara.. There will be an opportunity to look at similarities and differences as well as occasions for children to reflect on their own understanding.</p>   |
| <b>Being a Historian:</b>   | <b>Being a Mathematician:</b>  | <b>Being an Athlete:</b>  |
| <p>This enquiry explores the similarities and differences between Vikings, Anglo-Saxons, Egyptians and Romans, considering the way they lived and their impact on the world. Using a range of sources, learners will explore the Vikings in great detail and decide if they feel they were vicious or victorious. They will argue their points using oracy skills in a live debate.</p>   | <p>The first few weeks are all about place value. Learners will develop their understanding of partitioning, the value of a digit in a number and how to compare and order 4-digit numbers systematically.</p> <p>As we move through the term, we will then focus on the four operations; addition, subtraction, multiplication and division and explore using all four of these operations in a variety of different problem solving scenarios.</p>   | <p>In Term 1, we will be working on our running, jumping and throwing skills through athletics activities and the assessment and evaluation of our skills. We will also develop our agility, coordination, attacking and defending skills in tag rugby.</p> <p>In Term 2, we will continue to work on our coordination through experimenting with a range of movement patterns in the form of dance. We will also build on our attacking and defending skills in the context of football with a focus on collaboration and communication within a team.</p> |