

**As readers** we will analyse Neil Gaiman's novel, *Odd and the Frost Giants*, which will introduce us to aspects of Norse Mythology. We will use our reciprocal reading skills of: summarising, predicting, clarifying, questioning and link-making in order to understand the text and discuss character motivations, story development and the other's word choices for atmospheric effect.



**As writers** we need to ensure that we have clarity, coherence, accuracy and cohesion throughout our work. To develop this, we will be using *Odd and the Frost Giants* as inspiration for our own narrative writing. First, we will be analysing and discussing what makes effective narrative writing by first identifying key features and examples in Neil Gaiman's novel. We will then be utilising the features and skills to develop atmosphere by describing the setting and character in our narrative writing.

We will also be discussing the question, 'Were the Vikings vicious?'. Towards the end of the term, we will review what we have learned and write our own discussion text to answer this question. We will show balanced arguments and ensure that we support each point with evidence and an explanation. It is important that we write for different purposes, not just narrative stories, and this discussion text will help us practise writing with a consistent tone and level of formality.

**As speakers and listeners**, we will be building our vocabulary related to the Vikings and our core text. We will articulate and justify our answers to questions, clarifying our opinions.



## Year 5 Spring 1 Were the Vikings vicious?

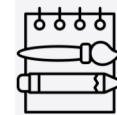


*Before we start our new topic, as dramatists, we will apply our knowledge of Shakespeare and performance as we participate in the Shakespeare in Schools project at the Junction Theatre.*



During this term, we will study the Vikings in history, develop our mixed media skills in Art to create a Viking portrait and continue to improve our writing by focusing on clarity (including handwriting), accuracy, coherence and cohesion. In Maths, we will work with decimal numbers and increase our mastery over place value and multiplication. In science, we will learn about different states of matter to help us understand more about different materials.

**As artists** we will develop our skill of shading and consider the effects of light on a drawing. We will be exploring portrait styles and considering what a Viking portrait would look like, seeing as there are few examples from history. Artists use a range of mediums and we will be combining different effects from pencil and charcoal to collage and even digital imagery to create a final portrait.










**As historians** we will locate our Vikings topic within the chronology of our prior learning, especially linking to our understanding of the Anglo-Saxons, using timelines. By examining different types of primary sources - writings from monks, artefacts from graves and even DNA sequencing - we will build our knowledge of the Vikings: who they were, where they came from and how they changed Britain, from place names to religion. We will build our substantive knowledge by discussing key figures, dates and places. To further build our conceptual understanding, we will discuss the historical terms 'migration', 'trade', 'invasion' and 'exchange'. Furthermore, we will compare these terms with other periods we have studied, as well as by reflecting on modern Britain. We will examine the significance of long-boats during this period, examining changes and continuity. We will also tell the story of the Danelaw, and by looking at violent and non-violent cross-cultural interactions, consider different power imbalances in this period. When considering the history of religion, we will examine the emergence and spread of Christianity. Through enquiry, we will look at perspectives inherent to evidence, and consider whether the Vikings deserved their vicious reputation.



**As scientists** we must always consider how to collect, understand and evaluate evidence. We will therefore be applying these principles to understand the properties and changes of materials. We will be categorising and grouping materials based on specific characteristics but also devising experiments where we will be collecting and interpreting data based on the evidence provided.



## Morley Memorial Primary School Curriculum Descriptor for Year 5 Spring 1 Half term 2023-24

<p><b>As mathematicians</b> we will continue to work methodically, logically and build on and make links between prior knowledge. We will be revisiting parts of the curriculum which the children find challenging such as rounding and fractions.</p> 	<p><b>As musicians</b> we appreciate that composition is made up of tempo, dynamics, rhythm and tune. In our unit 'From The Country To The City To The Sea', we will compose our music into three parts. As reflective learners, we will keep a diary of the process, to help us reflect on phraseology and effect. Our lessons will be taught by Mr Eccelstone, who will help us practise singing in harmony and unison, alongside a variety of musical instruments.</p> 	<p><b>As geographers</b>, the Sea, rivers and maps are closely linked with our Viking topic. We will be using locational geography to explore where the Vikings came from, how far they spread and what different biomes they visited. This will help us gain some understanding of how these elements will have influenced their culture and communities. We will then discuss why so many major towns and cities across the world have been built by rivers, collect information to map land use, and plan our own visit to an ancient Viking settlement.</p> 
<p><b>As sports people</b> we will be exploring different heptathlon events. During our Outdoor PE sessions, we will be developing a broad range of skills and learning how to use them in different ways to improve our running, jumping, throwing and catching technique, as part of the heptathlon events. We will be working on a paired sequence involving balance and transition in gymnastics.</p>	<p><b>As responsible and socially aware children</b> we will develop our communication skills to help us become thoughtful and respectful collaborators. By considering our unique strengths, skills, and by considering the views of others, we will clear what makes an effective team. Through perseverance and celebration, we will aspire to become confident collaborators. With Mrs Brown, we will continue to learn about mindfulness, and how it can help us to notice and understand our feelings.</p> 	
<p><b>As digitally literate children</b>, we will develop our understanding of vectors and how they can be combined to create complex images. We will be discussing what advantage a vector drawing has over a pixel drawing and how this would be applicable to real-life scenarios, such as logos or icons for a website.</p> 	<p><b>As linguists</b> we will develop our writing, listening, speaking and reading skills in French, and recap on our knowledge of hobbies and sports. Our new learning will focus on the family, where we will practise high frequency verbs and develop core vocabulary. We continue to recognise how the study of a language teaches and encourages us to respect others and allows us to expand our view of the world</p> 	<p><b>As theologians and philosophers</b> we will learn about Islam and the role of the prophet Muhammed. We will explore the five pillars of Islam and what they mean for the daily lives of Muslim people as well as studying the Qur'an and its guidance for Muslims.</p> 
<p><b>This topic builds on</b> knowledge taught in the Year 4 Anglo-Saxons Topic: Alfred the Great, Anglo-Saxon life and villages, how historians know about this period and how it has shaped life in Britain today.</p> <p><b>This topic will lead to</b> further understanding of the chronology, and will further deepen children's understanding of migration and invasion. It will help them appreciate how early communities have shaped our world today, which they will explore further in Year 6 when studying the Greeks.</p>		