



WERE ALL VIKINGS
VICIOUS?
SUMMER 1



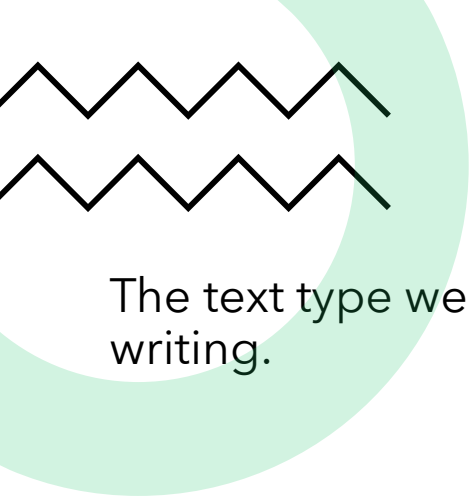


READING

We will be concentrating on evidential questions across our wider reading and using our class novel by Greta Thunberg to work on the following skills:

- I can apply my knowledge of root words, prefixes and suffixes to understand the meaning of new words.
- I can ask questions to improve my understanding.
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- I can distinguish between statements of fact and opinion.
- I can retrieve, record and present information from non-fiction.





W R I T I N G

The text type we are learning about this half term is speech writing.

- I can use exaggeration in my writing.
- I can use cause and effect language in my writing.
- I can shift in formality with my writing.
- I can use superlatives.
- I can include figurative language in my writing.
- I can recall the features of a persuasive speech.
- I can include technical information in my writing.
- I can include emotions and feelings in my writing.
- I can directly address the audience including a personal address.





MATHS

We will be learning about statistics, ratio and algebra.

- I can read and interpret line graphs.
- I can read and interpret dual bar charts.
- I can read and interpret pie charts and pie charts with percentages.
- I can draw pie charts.
- I can calculate the mean.
- I can use ratio language.
- I can use scale factors.
- I can work out ratio problems.
- I can understand 1-step and 2-step function machines.
- I can form expressions.
- I can solve 1-step and 2-step equations.
- I can solve problems with 2 unknowns.



HISTORY

We will be learning about the Vikings and questioning 'were all Vikings vicious?'

- I can explain why the Vikings were seen as 'vicious' after the Lindisfarne attack.
- I can create an accurate timeline of the Viking conquest of Britain.
- I can use secondary sources to map Viking settlement in Britain.
- I can explain how the Vikings worked with others: Hingston Down (Cornwall).
- I can evaluate the accuracy of historical sources on the Vikings.
- I can use primary sources to build a balanced picture of the Vikings.



1. The Viking age was from about **AD700 to 1100**.
2. The name '**Viking**' comes from a language called '**Old Norse**'. It means '**a pirate raid**'.
3. In **AD865** an army of Vikings sailed across the North Sea. This time they wanted to **conquer** land rather than just raid it.
4. The **Danelaw** covered an area east of their line joining London and Chester.
5. The 3 main areas where they lived were **Northumbria**, **East Anglia** and **The Five Boroughs** (also known as a town: they were **Leicester**, **Nottingham**, **Derby**, **Stamford** and **Lincoln**).
6. Almost all written evidence comes from the **Anglo-Saxon Chronicles** but archaeological evidence such as **long ships**, **grave-goods**, and **coins** are also used to tell us about the Vikings.

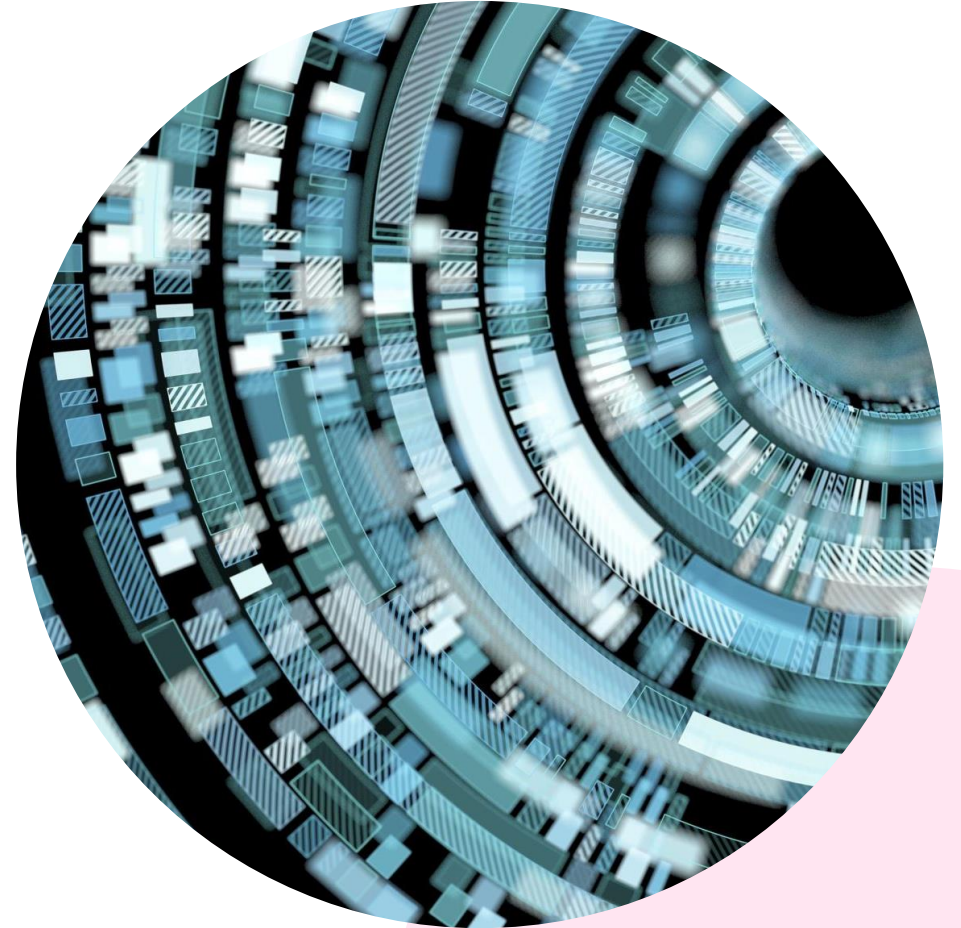




COMPUTING

We will be learning about variables in games.

- I can identify examples of information that is variable and explain the way that variable changes can be defined.
- I can identify that variables can hold numbers or letters.
- I can identify a program variable as a placeholder in memory for a single value.
- I can explain that a variable has a name and a value and recognise that the value of a variable can be changed and decide where in a program to change a variable.
- I can make use of an event in a program to set a variable.
- I can choose the artwork for my project, create algorithms and explain my design choices
- I can choose a name that identifies the role of a variable.
- I can test the code that I have written, identify ways that my game could be improved, use variables to extend my game and share my game with others.





PSHE

We will be learning about digital wellbeing.

- I can explain how I can look after my digital wellbeing.
- I can discuss how to stay safe, healthy and happy online when I use digital technology.
- I can explain how to develop safe, respectful and healthy online relationships.
- I understand how to use social media responsibly.
- I can identify online bullying behaviours and talk about what they can do to help myself and others if it is seen or experienced.
- I can describe strategies I can use to assess the reliability of online information and images.



- Dial 999 or 112 for help.
- The first line of my address and town is ...
- My date of birth is...
- Childline telephone is 0800 1111.
- SMART acronym for internet safety means SAFE, MEETING, ACCEPTING, RELIABLE, TELL.
- A responsible, global citizen is someone who is aware of and understands the wider world – and knows their place in it.
- Change is the process when someone or something becomes different.





A R T

We will be learning about Viking art.

- I can evaluate art: the Viking tree of life.
- I can plan my tree of life using sketching.
- I can use pen and ink to show detail.
- I can use tone to represent relief (charcoal).
- I can practise the skills required for using clay: making slip, using slip with scoring to make a firm attachment.
- I can make my final piece in clay using engraving and/or relief.



RE

We will be learning about, for Christians, what kind of a king is Jesus?

- I can explain connections between biblical texts and the concept of the kingdom of God.
- I can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.
- I can make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice.
- I can show how Christians put their beliefs into practice in different ways.
- I can relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.
- I can articulate my own responses to the idea of the importance of love and service in the world today.



FRENCH

We will be learning how to navigate around the town using directions and prepositions to indicate the exact position of a place in relation to another.

- I can name all 10 places around the town in French with the correct article/determiner.
- I can follow and give 5 directional instructions in French and understand and use phrases of relative distance (nearby/far away).
- I understand that when using some prepositions in French, grammatical changes are needed depending on the gender of the noun that follows.
- I can take part in a complete, authentic dialogue, asking and giving directions in French.





P E

We will be learning about tennis and basketball.

Tennis:

- I can play shots on the forehand and backhand side of body.
- I can hit the ball with purpose, varying speed, height, and direction.
- I can adopt a good ready position.
- I can show good position on court.
- I can direct the ball towards the opponent's court or target area.
- I can identify spaces and understand the tactic of hitting into gaps.
- I can apply basic principles suitable for attacking.

Basketball:

- I can develop control whilst performing skills at speed.
- I can apply basic principles suitable for attacking and defending.
- I can work effectively as part of a team.
- I can use different skills to keep possession of a ball as part of a team.
- I can show good awareness of others in game situations.
- I can defend by marking, covering, and tracking opponents as appropriate.

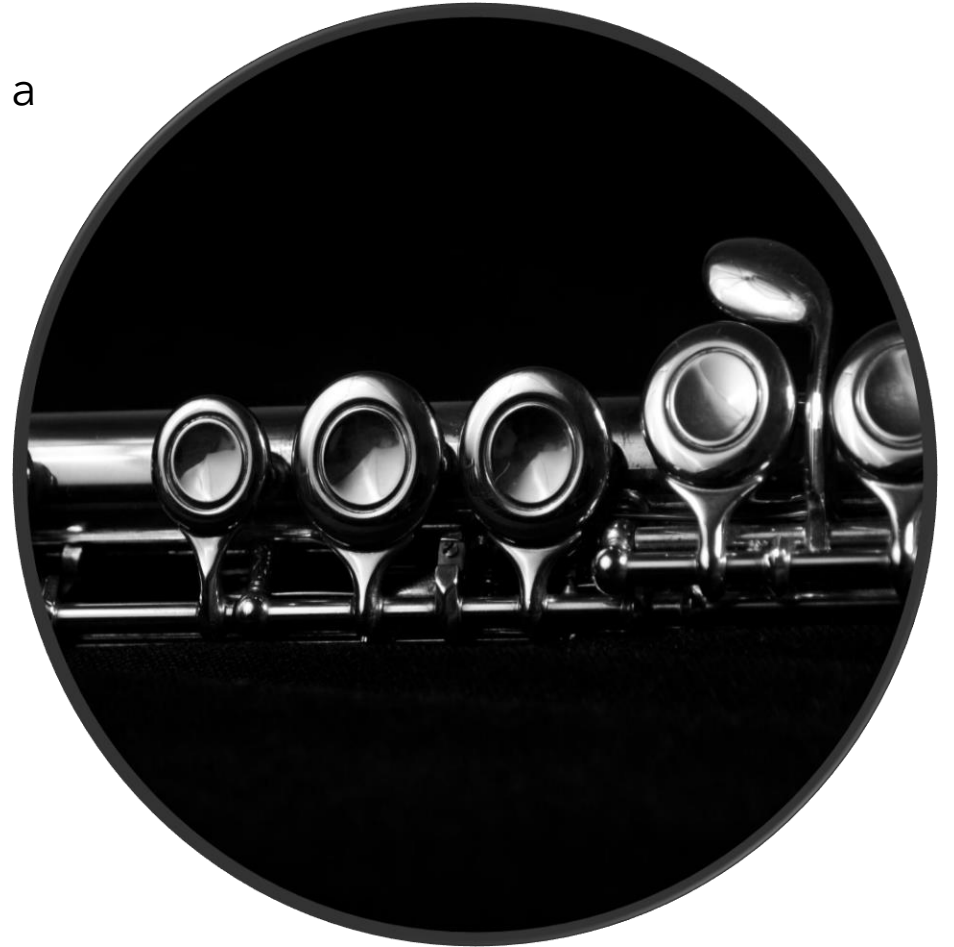




MUSIC

We will be learning about how to create music to accompany a short film about a race, composing an extended melody and accompaniment.

- I can learn to clap a steady pulse.
- I can fit two ostinatos together.
- I can create an accompaniment.
- I can create an extended melody and practise it.
- I can create sound effects to fit with an accompaniment.
- I can play a full extended melody and accompaniment.
- I can learn about and experiment with harmony.
- I can perform to a film.





Our class book this half term will be 'No One Is Too Small To Make A Difference.'



Udeskole sessions we have planned include assessing the school grounds to see how 'environmentally' friendly and 'inclusive' it is for people with disabilities.



We are planning a school trip to the Maritime Museum for a Viking workshop.



Our links to Kernow in this topic's learning about the Battle of Hingston Down.



Our Kea assessment task will be to create a museum display about The Vikings.



Diversity, equality and representation within this topic include our speeches about what we would like to change or influence.



Our baking activity this term will be making Viking pottage.



We have completed all science topics for Y6 and will revise KS2 knowledge and skills for the rest of the term.



Music appreciation link is music from Vangelis.



Links to climate change include our speech writing related to Greta Thunberg speech.

