



Half term plan 2026

Teacher: J Oldfield

Year group: 5

Topic: Invaders

Date: Summer 2

English Objectives <u>Narrative – Film Narrative</u> <u>Non-Fiction – Recounts</u> <u>INTERACTIVE ROOM: Oral recount – news show</u> <u>Narrative – Dramatic Conventions</u> <u>Grammar</u> To add phrases to make sentences more precise To use a range of sentence openers for impact. To link clauses with subordinating and coordinating conjunctions To use relative clauses beginning with who, which, whose. To link clauses in sentences using subordinating and co-ordinating conjunctions. To consistently organise into paragraphs. <u>Alan Peat</u> De: De O.(I.) Noun, which, who, where. Double ly ending sentences Short Some; other <u>Guided Reading</u> Comprehension activities Vocabulary, inference and deduction focus on Goodnight Mr	Maths Objectives <u>White Rose Maths</u> Number: Decimals (3 Week Block) Number: Negative Numbers (1 Week Block) Measurement: Converting Units (2 week block) Measurement: Volume (1 week block)
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Tom/How To Train Your Dragon Lighthouse	
Science Objectives <u>Human Growth</u> To know how newborn babies turn into teenagers. To know how girls become women. To know how boys become men. To know about the human life cycle.	Computing objectives <u>Programming – Selection in quizzes</u> To explain how selection is used in computer programs. To relate that a conditional statement connects a condition to an outcome. To explain how selection directs the flow of a program. To design a program which uses selection. To create a program which uses selection. To evaluate my program.
Art objectives Know how to research ideas to help me design a Viking Shield. Know how to use mod-roc to sculpt by wetting strips, applying to base and smoothing over with water. Know how to evaluate my Viking Shield against my design criteria. Know how to form shapes out of clay and use clay tools to make deep indentations that will show when dry and painted. (Modroc shields, clay coins)	P.E objectives <u>Athletics</u> To be able to apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To build momentum and power in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique. <u>OAA</u> To develop communication and negotiation skills. To develop strong communication and negotiation skills to solve challenges. To develop planning and problem solving skills. To share ideas and work as a team to solve problems. To develop navigation skills and map reading. To create and follow a key and route on a map.
History Know that there is a difference between invading and settling and know that the Vikings and Anglo-Saxons invaded and settled in the UK.	Geography Know that Anglo-Saxons originated from Germany, The Netherlands and Denmark and that the Vikings originated from Norway, Sweden and Denmark. Know how to identify these

Know the locations of the 7 Saxon Kingdoms and settlements including Sussex, Wessex, Essex, Kent, Northumbria, East Anglia and Mercia Know how men, women and soldiers would dress in Anglo-Saxon/Viking times. Know that they were skilled craftspeople and that they made jewellery and used gold and jewels to make ornaments to decorate helmets and weapons. Know that Anglos-Saxons were typically farmers who built their villages using natural resources that they made themselves. Anything they couldn't make they traded their goods with those from other countries. Know that Vikings travelled on longboats and the conditions on board. Know that the Vikings invaded Lindisfarne, which was one of the first documented Viking raids. Know how to order AD dates on a timeline in chronological order including Roman rule ending, Anglo-Saxons invasion, Viking invasion, Viking settlement, King Alfred's defeat of the Vikings and the Battle of Hastings ending Anglo-Saxon and Viking rule. Comparing and contrasting with different sources e.g. pictures, artefacts, accounts. Ask questions about sources presented with impact study and how they shaped the United Kingdom. (Timeline Anglo-Saxon and Vikings, Viking invasion, gathering information from sources, Viking longboats, Viking life, Lindisfarne – make animation on Scratch) INTERACTIVE ROOM: Raid Lindisfarne	countries on a map of Europe and draw on the invasion routes. (Identify Viking journeys on map and to identify the countries Vikings travelled from and to)
French (KS2) To listen to and identify words and short phrases. To communicate by asking and answering a wider range of questions. To memorise and present a short text.	DT Know how to follow a recipe to combine food ingredients using rubbing and baking to make a Viking flatbread Know how to measure ingredients in grams. Know how to calculate a cost per unit of flatbread. (Make Viking

To read and understand familiar written phrases To follow a short text while listening and reading, saying some of the text To read a wider range of words, phrases and sentences aloud To write some familiar words and phrases without help	Flatbread)
Music Charanga – Summer 2 – Battle of the Bands	R.E. Unit U2.10 What matters most to Humanists and Christians? To identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) To make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’) To make clear connections between Christian and Humanist ideas about being good and how people live To suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view To raise important questions and suggest answers about how and why people should be good. To make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
PSCHE (circle time) Dimensions Core Theme 2 Unit 2 LESSON 1: Responding - Scrabble Core Theme 2 Unit 2 LESSON 2: Shared Goals – It’s All Go! Core Theme 2 Unit 2 LESSON 3: Community Spirit – All Join In Core Theme 1 Unit 5 LESSON 5: Basic First-Aid – First Aids Tips	Dance/ Drama Experiment to establish different characters, with control over movement and voice. Work confidently in groups using a range of drama techniques to explore situations and devise dramas for different purposes. Comment on performances constructively, using appropriate language, both in and out of role. (Viking longboat drama)
Visits/visitors M6 Theatre workshop 8.6.26	Enrichment Activities/ Topic Days/ Role-play Sports Day 16.6.26

	Parental Engagement session 30.6.26
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