



During this half term our enquiry is:

What did the Anglo Saxons and Vikings leave behind?

Through this enquiry, children will explore how the Anglo Saxons and Vikings helped to shape Britain today. They will begin by recapping their knowledge of the Romans, before uncovering how, and why, the Anglo Saxons migrated to Britain. Children will look carefully at the seven Kingdoms of Anglo Saxon Britain and will consider how Britain may have regressed with the withdrawal of the Romans due to the Anglo Saxons' way of life. The children will explore the conversion of the Anglo Saxons from Pagans to Christians and how Christianity spread throughout Britain, focusing upon the importance of **Saint Cuthbert** and **Saint Bede**. To enhance our learning we will visit Durham Cathedral where we will be retelling stories from the life of Saint Cuthbert through drama, learning how Cuthbert was impacted by his faith, and how this affected those around him. We will also have opportunities to explore an exciting range of artefacts from Roman graves to Viking hogbacks and Anglo-Saxon gold. Our RE learning will also be explored as we will learn about key beliefs held by Christians and how they are expressed through the features and practices of Durham cathedral

As historians, the children will have the opportunity to look at artefacts as an archaeologist, using finds from the famous **Sutton Hoo** excavation to interpret the identity of an Anglo Saxon King. The Vikings will then be introduced and both Anglo Saxons and Vikings will be examined, depicting their similarities and differences when living with each other in Danelaw and fighting for control over Britain, focusing upon the reign of **King Alfred the Great** and the successes of **King Athelstan**, the first King of England. The enquiry will end with the children considering the achievements of both the Anglo Saxons and Vikings, deciding whether they had national or international impacts and what they left behind in Britain.

Read through the attached knowledge organiser with your child and check they understand the content. You could ask them to explain it to you – ‘teaching’ you helps them to reinforce their own learning. Quiz facts out of order to check children really know the fact and have not just memorised the order on the page! Follow their own lines of enquiry and questions to discover even more!

Subject	Activities / areas to be covered in school	Possible learning at home
English	In English, we will begin the half term reading about our history enquiry – the Anglo-Saxons and Vikings. The children will start off the year by discovering why the Angles, Saxons and Jutes invaded Britain. They will then explain the reasons why these tribes arrived, focussing on their use of causal conjunctions. Throughout the enquiry, children will read for both pleasure and to uncover information. The children will also spend time developing their <u>reading comprehension skills</u> as they explore a selection of Arthurian legends about King Arthur. The children will learn that <u>legends</u> are set in a specific and real historical period, and based on some historical fact, but are probably not true. They will analyse the plot structure of a legend and explore the type of characters that are featured in this type of story. As part of our topic enquiry, the children will compose a <u>non-chronological report</u> about Anglo Saxon settlements and a <u>fact file</u> about King Alfred the Great.	<ul style="list-style-type: none"> • Read widely and often at home. I wonder if you have read a legend before. I wonder if you can find out what makes a story a legend and why they have stood the test of time and are still shared today. • The Anglo-Saxons were known to enjoy creating riddles for entertainment. Have you heard any riddles? I wonder if you could share one with our class to see if we can work out the answer. • Ask your child to share their understanding of different verbs and nouns. Can they identify any in their reading at home?



	<p><u>Grammar and Punctuation</u> This half term, we are excited to be learning the 'Place Value of Punctuation and Grammar' where the children will focus on identifying and understanding a range of topics, including: Common and proper nouns, Collective and partitive nouns, Being verbs and "to have, Regular action verbs and verb phrases, and Irregular action verbs and verb phrases. We will be using this understanding to help secure our sentence building before moving our writing on in Upper Key stage 2!</p>	
<p>Maths</p>	<p>In maths, we will be focusing on place value this half term. This will involve being able to read, write and order numbers to a million as well as rounding any of these numbers to the nearest 10, 100, 1000, 10000 and 100000. Children will then be moving on to study negative numbers in context and we will also be looking at roman numerals to 1000. Every week, children will also be completing fluency/arithmetic lessons focusing on developing quick mental strategies to answer a range of calculations.</p>	<ul style="list-style-type: none"> • Try reading numbers you see around you in words and identifying the place value of each digit. • Notice different contexts where negative numbers and Roman numerals are used. • Quick fire addition and subtraction questions within 20. Quick recall of this will really support children with more complicated calculations.
<p>Science</p>	<p>In science this half term, we will be learning about forces. The children will learn about the effects of gravity, air resistance, water resistance and friction. Children will also be completing investigations each week as part of a team, each with a specific role. We will be having a particular focus on the skills of working scientifically where they will test their own ideas.</p>	<ul style="list-style-type: none"> • BBC bitesize offers some great videos and information when looking at forces in science. Check it out here: • https://www.bbc.co.uk/bitesize/topics/znmmn39 • Can you think of any forces that you come across in everyday activities? What is their impact on you or the things around you?
<p>Computing</p>	<p>In computing, the children will develop their understanding of computer systems and how information is transferred between systems and devices. They will consider small-scale systems as well as large-scale systems and explain the input, output, and process aspects of a variety of different real-world systems. Additionally, the children will discover how information is found on the World Wide Web, through learning how search engines work and through comparing different search engines.</p>	<ul style="list-style-type: none"> • Explore different search engines with your child to discover that some search engines provide different results. • Recap safety online and the importance of safely searching for information. • Challenge your child to log all of their online activity over a week, then identify any activities that they needed to apply their knowledge of online safety to.
<p>Physical Education</p>	<p>This half term, Class 9 will be going swimming on a Monday afternoon as well as taking part in outdoor PE on a Tuesday afternoon. Class 10 will be going swimming in Autumn 2 and for this half term will take part in PE on Tuesdays and Wednesdays. For school PE sessions, the children will need to</p>	<ul style="list-style-type: none"> • Did you watch the Olympic Games over the summer? • What are your favourite sports? • I wonder if you can set yourself a physical challenge to help you keep fit and healthy this half term.



	<p>arrive to school in their school PE kit for these days only unless they are informed of any changes to the timetable.</p> <p>As Tuesday's outdoor PE is tag rugby, please ensure that the children have outdoor footwear and weather appropriate clothing as this lesson will take place on the school field. On a Wednesday afternoon, the children will take part in indoor PE which is gymnastics.</p>	<ul style="list-style-type: none"> • How does exercise make you feel? Consider how you feel before, during and after physical activity. • Can your child recall some of the key gymnastic shapes: Tuck Shape, Pike Shape, Straddle Shape, Standing Straight, Star Shape, Dish Shape, Arch Shape?
PSHCE	<p>In PSHE lessons this half term, we will be exploring the factors that contribute to a person's identity. The children will learn the importance of respecting the similarities and differences that appear between one another and understand how individuality and personal qualities make up someone's identity (including that gender identity is part of your personal identity and for some people this does not correspond with their biological sex). They will also learn about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others. The children will read a poem called 'Russian doll' by Rachel Rooney and use this as a way to help them think about and explore the different layers of our own identities, just like the different layers you find inside a Russian doll!</p>	<ul style="list-style-type: none"> • Continue to think about your identity with your family at home. I wonder if you can ask family members to help you research your family tree. I wonder if you will uncover more about your family heritage.
Religious Education	<p>In RE lessons this half term, we will consider how Christianity came to Britain. We will learn about The Venerable Bede and how he influenced the growth of Christianity as well as learning about St Cuthbert and the influence he had throughout the Anglo-Saxon and Viking times. We will be exploring how and why Christianity spread throughout Britain at this time and will learn about other Saints who were integral in bringing Christianity to Britain throughout the Anglo Saxon and Viking civilizations.</p>	<ul style="list-style-type: none"> • Use this website to discover the beliefs of the Anglo Saxons before Christianity: https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zs3gcdm • Then, explore Viking beliefs. https://www.bbc.co.uk/history/ancient/vikings/religion_01.shtml • What is the same and what is different?
Art	<p>This half term, we will be embarking on a sculptural challenge to make some supersized jewellery. The children will begin with research and observational drawing of a range of different types of jewellery. They will then take this to create a range of interesting designs before moving on to create their favourite. They will use Modroc to create the base for their sculptures before adding other materials and paint to create their finished products.</p>	<ul style="list-style-type: none"> • The children may want to look closely at pieces of jewellery at home, paying close attention to colours, shapes and how the jewellery is put together. They may also want to complete more observational drawing to support them with their ideas.



<p>Music</p>	<p>The children will continue to build on their musical knowledge and skill when learning to play the ukulele. Every Wednesday, Durham Music services will come into school to share their expertise. We are looking forward to learning more about the instrument and improving further.</p>	<p>What can you remember about playing the ukulele in Year 4? What do you like about it? Is it like any other instrument that you know?</p>
<p>Geography</p>	<p>As geographers, the children will be mapping the journey taken by the Angles, Saxons and Jutes from their home lands in Europe, to where they settled in Britain. They will use an atlas to look at the UK and identify present-day locations within the Anglo-Saxon Kingdoms, referring to these when discovering facts within history. With the introduction of the Vikings in history, children will revisit their maps of the UK to identify where they successfully invaded, looking at the area of Danelaw.</p>	<p>With your child, research where some of the famous Anglo-Saxon locations are. Locate them on a UK map and use this information to plot your famous Anglo-Saxon locations on your own outline of Britain. You could then clearly label them on your map. Famous locations could include: Sutton Hoo, Staffordshire Hoard, Lewis Chessmen, Lindisfarne Gospels, Sandbach Crosses, West Stow etc.</p>
<p>History</p>	<p>In history, the children will learn how the Anglo Saxons, in AD 450, and Vikings, in AD 793, came to live in Britain. They will identify the differences between raiders, invaders and settlers and discuss the roles of both civilizations. Children will explore the development of Anglo Saxon and Viking ways of life, looking at settlements, society and religion, and make comparisons throughout their learning. They will discuss the reliability of primary and secondary sources which historians use to inform our knowledge of past civilizations and, as archaeologists, children will analyse artefacts to interpret the identity of an Anglo Saxon. Using timelines, children will exhibit the constant struggle between the Anglo-Saxons and Vikings for control over Britain. Underpinning the enquiry, the children will be identifying what the Anglo-Saxons and Vikings left behind which has helped to shape Britain today.</p>	<p>The Anglo-Saxon period is often named, 'The Dark Ages'. I wonder if you can explore the reason for this? Find out where Anglo-Saxon settlements were in the north and any connections with Darlington. Find out more about how the Anglo-Saxons and Vikings lived – including what they wore, ate etc. Discover why Viking longboats were so important and successful?</p>
<p>Design and Technology</p>	<p>In design and technology this half term, the children will be cooking their own Anglo-Saxon feast. This will involve making a vegetable stew, baking bread and fruity oat cakes. The children will be required to follow and adapt a recipe, measure ingredients with accuracy and control the temperature of the oven. We will also talk about the safety aspects of cooking lessons and model good hygiene procedures.</p> <p>The children will learn about Anglo Saxon farming and food and use this to create and adapt their own menu. To do this they will carry out taste tests and surveys to ensure any adaptations they make to recipes will be enjoyed by all!</p>	<p>Encourage your child to follow a recipe at home and help out with the cooking of a meal? (This should be done with adult supervision and support.) With your child, practise your peeling, measuring and cutting skills.</p>



<p>French</p>	<p>This term in French the children will learn how to repeat and recognise the vocabulary for weather in French. They will learn how to ask and say what the weather is like today, create a French weather map as well as describing the weather in different regions of France using a weather map with symbols. The children will take part in oral, reading and writing activities to help them embed their learning.</p>	<p>Find out how the weather in France differs to the weather in the UK. Watch a French weather forecast. Can they recognise any vocabulary? Create your own weather station and present the weather forecast to your family and friends.</p>
<p>Homework</p>	<p>Each week, the children will receive homework on a Friday. This should be returned to school the following Wednesday.</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> All children will have a <u>reading record</u>. The expectation is that children in year 5 read for a sustained period of time each night and really ‘get into a good book’. Their reading record should be returned to school each Wednesday to be checked by a member of staff who will change reading books when needed. Although many children in year 5 are fluent readers and are likely to be reading independently by this age, parents/carers still need to hear them read out loud to develop their fluency and expression in more challenging texts. <p><u>Spelling</u></p> <ul style="list-style-type: none"> Each week, the children will learn and focus on a spelling rule or word(s) from the year 5/6 statutory word list. Children will have spelling activities as part of their homework - this will be in preparation for a spelling test each Monday. <p><u>Maths</u></p> <ul style="list-style-type: none"> Maths homework will focus on children’s fluency skills and will be linked to the week’s learning. The children should be familiar with the style of questions on the homework and use this as an opportunity to practice and rehearse their skills. <p>In year 5 we aim to get the balance right and work with parents to best prepare children for the expectations of each stage of learning. It is worth noting that getting children into the habit of regular homework prepares them for the demands of secondary school. If a child in year 5 does not complete the homework set on a regular basis the child will be expected to complete it in their own time. We expect everyone to be treated equally and all children are required to complete homework. Class teachers are available to support and help children with their homework if they are stuck or unsure – please do not hesitate to ask.</p>	