



**The London  
Acorn School**

Curriculum Plan  
Chestnut – Autumn 1

## Programmes of Study

Class/ Year    Class 4 year 5    Term    Autumn first half term

**Unit title** : Vicious vikings

Literacy Genres

Reading Enhancements

### Literacy

#### Grammar

To extend knowledge and understanding of adverbs through:

- Identifying common adverbs with *ly* suffix and discussing their impact on the meaning of sentences
- Noticing where they occur in sentences and how they are used to qualify the meaning of verbs
- Collecting and classifying examples of adverbs, e.g., for speed: *swiftly, rapidly, sluggishly; light: brilliantly, dimly*
- Investigating the effects of substituting adverbs in clauses or sentences, e.g. *They left the house ....ly*

Using adverbs with greater discrimination in own writing.

#### Writing to entertain:

Stories – Myths & legends

Descriptions Poetry

Narrative Poetry

Characters/Settings

#### Writing to inform:

Recount

Letter

Biography

Newspaper article Explanation

#### Writing to persuade:

Advertising – leaflets & brochures

### Maths

Finding pairs with a total of 100; adding to the next multiple of 100 and subtracting to the previous multiple of 100; subtract by counting up to find a difference; adding several numbers

Read, write 4-digit numbers and know what each digit represents; compare 4-digit numbers using < and > and place on a number line; add 2-digit numbers mentally; subtract 2-digit and 3-digit numbers

Learn  $\times$  and  $\div$  facts for the 6 and 9 times-table and identify patterns; multiply multiples of 10 by single-digit numbers; multiply 2-digit numbers by single-digit numbers (the grid method); find fractions of amounts

Tell and write the time to the minute on analogue and digital clocks; calculate time intervals; measure in metres, centimetres and millimetres; convert lengths between units; record using decimal notation

Add two 3-digit numbers using column addition; subtract a 3-digit number from a 3-digit number using an expanded column method (decomposing only in one column)

Letter  
Poster

**Progression in Reading Comprehension**

Vocabulary /Inference/ predict/ explain/ retrieve/ summarise

-Double 3-digit numbers and halve even 3-digit numbers; revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form)

-Look at place value in decimals and the relationship between tenths and decimals; add two 4-digit numbers; practise written and mental addition methods; use vertical addition to investigate patterns

-Round 4-digit numbers to the nearest: 10, 100 and 1000; subtract 3-digit numbers using the expanded written version and the counting up mental strategy and decide which to use

-Convert multiples of 100g into kilograms; convert multiples of 100ml into litres; read scales to the nearest 100ml; estimate capacities; draw bar charts, record and interpret information

-Use the grid method to multiply 3-digit by single-digit numbers and introduce the vertical algorithm; begin to estimate products; divide numbers (up to 2 digits) by single-digit numbers with no remainder, then with a remainder

**Art**

**CHARCOAL & PASTELS**

- Know that the grade of pencil creates a different tone
- Know that a H pencil indicates the hardness and the B indicates the blackness
- Create a grade scale using different pencils and pressure
- Understand the use of stippling, cross-hatching, tonal and blending to create a 3D image
- Use proportion and scale to create representations of size
- Use grading and shading to create a sphere

**Humanities**

**VIKINGS**

- To place the Viking period in a chronological framework
  - To recognise characteristics that placed Vikings a long time ago in the past
  - That the Vikings invaded Britain and that the period of conquest was followed by a period of settlement
  - To locate on a timeline the period when the Vikings made raids and then settled in Britain
  - Understand why the Viking people explored many parts of the world
  - Use a range of sources to find out about Viking longboats
  - To make inferences about Viking way of life
  - To order Viking raids in Britain chronologically
  - To know where and when the Vikings raided in Britain
  - To know that accounts of Viking raids are Anglo-Saxon interpretation of events
  - Describe and explain the reasons why the Vikings chose to raid monasteries
  - Use a range of evidence to ask and answer questions
- Understand the impact King Alfred had on the Viking settlement

Apply the use of colour to the same techniques

## Relationships and Health

### MENTAL HEALTH AND WELLBEING

#### Mental Wellbeing

Children will learn:

- to recognise that anyone can experience mental health difficulties or mental ill-health and that it is important to discuss feelings with one of your identified trusted adults
- to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

Children should:

- be able to challenge the stigma around mental health and wellbeing

## Forest School

Story : The Hunter and the Wolf – positive connections. Make tarp shelters, rope swing, learn basic knots. Continue seasonal arts and obs of familiar plants. Deciduous/coniferous.

## Design and technology / Woodwork

### STRUCTURES- VIKING LONG HOUSE

- Explore the features specific to a VLH including the materials used to construct them and the design features.
- Know that VLH were single story and compartmentalised for various purposes.
- Use floor plans to draw and mark out a plan of a long house from above showing the layout of rooms within the building
- Use annotated sketches to identify design specifics
- Use various tools and techniques, materials and methods to create a structure which includes interior sections.
- Understand the purpose or strengthening joints using triangular axel supports
- Critically evaluate the strength of the structure in relation to joints and intended design (floor plan)

## Science

### PHYSICS -FORCES AND MAGNETS

- Know the effects of friction in movement and how it slows, stops and speeds up with moving objects.
- Identify the effects of water resistance and friction between moving surfaces.

## Religious Studies

Sikhism

The 5 ks

Where do Sikhs worship? The Gurdwara

## PE

### SWIMMING

To develop confidence in the water. To enter and leave the pool safely. Be able to answer questions about pool safety. Swims competently, confidently and proficiently over a distance of at least 20m. Uses the stroke of front crawl effectively. Begin to refine the technique of breaststroke and back stroke. Outcome: To swim a width unaided in recognisable stroke.

### FITNESS

Fitness Increase and improve in higher intensity, physical activity for sustained periods of time. Apply skills to solve problems, individually and as part of a team. Increase and improve on longevity of physical activity.

## French

To hold a conversation in pairs discussing names and ages To learn months of the year To learn when my birthday is To learn to describe others To learn to describe feelings To learn learn a reflexive verb To re-cap what has been learned

## Music

- Pupils will develop their performing, composing and listening skills
- Pupils will learn about the interrelated dimensions of music
- Pupils will use a range of classroom instruments to create and manipulate sounds, develop a strong sense of pulse and rhythm and establish good ensemble performance skills.
- Pupils will sing a wide number of songs and develop their vocal range, intonation, articulation, blending and a joy for singing.
- Pupils will learn to analyse music using age-appropriate musical vocabulary and to apply this knowledge in a musical context through solo and small group performance and composition activities.

## Trips and or events