



# Unit: 5.2 Online Safety

## Key Learning

- To gain a greater understanding of the impact that sharing digital content can have.
- To review sources of support when using technology and children's responsibility to one another in their online behaviour.
- To know how to maintain secure passwords.
- To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.
- To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.
- To learn about how to reference sources in their work.
- To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.
- To ensure reliability through using different methods of communication.

## Key Resources



Display Boards



Paint a Picture



Connect



Publish Plus

## Key Questions

### Who do I tell if I see anything online that makes me upset or scared?

When you are at school, you should tell the teacher or another adult. At home, you should tell your parent or guardian or another adult that you trust.

### Why are passwords so important?

Passwords protect your information and stop other people accessing it. Passwords are like a toothbrush; they should not be shared with anyone else.

### Why is it important to reference sources in my work?

If you use a book or article written by someone else, then you must reference it, so people know where you got the information from. If you don't do this then it is known as plagiarism.

### Citation

Making reference to the original source of a piece of information quotation or image.

### Copyright

When the rights to something belong to a specific person.

### Identity theft

When someone pretends to be another person online. It can be done for financial gain or to steal others' private information.

### PEGI ratings

These show the age that digital content is suitable for and the type of content that it contains.

### Password

The practice of sending email pretending to be from reputable companies in order to persuade individuals to reveal personal information, such as passwords and credit cards numbers.

### Reliable source

A source of information that provides thorough, well-reasoned details based on valid evidence.

## Key Vocabulary

### Collaborate

To work jointly on an activity or project.

### Creative Commons Licence

A non-profit organisation who provide free licences for creators to use. If an image has a CC licence, you may usually use the image for non-commercial purposes. You must still give credit to the original creator of the image.

### Malware

Software that is specifically designed to disrupt, damage, or gain unauthorised access to a computer system.

### Personal information

Identifying information about yourself such as your name, address and telephone number.

### SMART rules

A set of rules based around the word SMART designed to help you stay safe when online. SMART represents the words Safe, Meet, Accept, Reliable, Tell.

### Communication

A way of exchanging information for example, email, blogs, speaking, writing.

### Encrypt

The translation of data into a secret code to achieve data security.

### Ownership

Who has permission or can give permission to use or edit a resource or part of the resource.

### Phishing

The practice of sending email pretending to be from reputable companies in order to persuade individuals to reveal personal information, such as passwords and credit cards numbers.

### Spoof

An imitation of something that appears to look genuine.

### Validity

The quality of something being logically or factually sound.



SMART rules- S



SMART rules- M



SMART rules- A



SMART rules- R



SMART rules- T

## Year 5 Vikings and Anglo-Saxons Subject Knowledge Guide:

### Timeline

**793** - First invasion by the Vikings. They raided monasteries on the coast including Lindisfarne, off the coast of Northumbria.

**794** - First raids on Scotland and Ireland.

**820** - Viking raids continue around the English coast.

**821** - Wessex becomes the Supreme Kingdom.

**865** - Great Viking Army from Denmark Invades England.

**867** - Danes capture York (Jorvik) and it became the Viking capital of England.

**871** - King Ethelred, the West Saxon king, and his brother Alfred, defeat the Viking army at the Battle of Ashdown (in Berkshire).

**876**- Vikings from Denmark, Norway and Sweden settle permanently in England.

**878** – Vikings succeed in taking Wessex and Alfred, king of Wessex fled to safety.

**886** – After defeating Guthrum at the Battle of Edington, King Alfred the Great allows the Vikings to settle in Eastern England (the Kingdoms of York and East Anglia) This area on England becomes known as Danelaw and is ruled by the Viking King Guthrum.

**899** – Alfred the Great dies.

**901-937** - Eastern England (Danelaw) is conquered by the Anglo-Saxons led by Edward the Elder, Aethelflaed and Athelstan.

**937** – Athelstan became the first king of all England.

**950** - Vikings from Ireland, the Isle of Man and the Hebrides raid Wales, particularly the coastal monasteries.

**954** - Eric Bloodaxe, the last Viking King of Jorvik, is thrown out of York.

**980** - New Viking raids on England.

**994** - Olaf of Norway and Sweyn 'Forkbeard', son of the Danish king, lead an invading Danish army in an unsuccessful siege of London, and subsequently ravage the south-east.

**991** - Ethelred the Unready pays the first Danegeld ransom to stop Danish attacks on England.

**1002** – Ethelred ordered all Danes in English territories to be killed.

**1013** - The Danes conquer England; Ethelred flees to Normandy.

**1014** – Sweyn Forkbeard became king of England but died shortly afterwards.

**1016** - King Canute (Cnut) of Denmark, son of Sweyn Forkbeard, captures the English crown and became king of Denmark and Norway.

**1042** - Edward the Confessor becomes king and rules England with the support of the Danes.

**1066** - Harold Godwinson, King of England defeats Harald Hardrada King of Norway at the Battle of Stamford Bridge.

**1066** – William, Duke of Normandy defeats the Saxon king Harold at the Battle of Hastings.



### Viking Hoards

There are many reasons that suggest why the Vikings buried hoards. One is that in a time of danger they would have hidden it whilst they evaded capture or death. Another is for religious reasons; they believed the treasure could be used in the afterlife. Another possibility is that they stockpiled to hand out silver to followers to display wealth and power.

These rare and impressive hoards provide priceless insight into this period of time. They indicate how far the Vikings travelled – what they traded with places like Baghdad and Constantinople. They also show how they used jewellery like currency – hacking off pieces of silver to buy commodities. Prized pieces were buried with their Viking owners preserving the plunder from monasteries and local communities.

Once hoards are discovered, they are handed over to the nation to be witnessed by all of the public. Some examples of hoards that have been discovered are:

- Scotland's 'Galloway Hoard'
- The Silverdale Hoard
- The Vale of York Hoard
- The Cuerdale Hoard



### Aethelflaed, Lady of the Mercians

Aethelflaed, daughter of Alfred the Great, played a significant role in the recapture and unification of England.

Aethelflaed married Aethelred, Lord of Mercia at 16. Mercia had once covered the Midlands, but was split, north to south, by Viking conquests. Viking rule was centred on three areas; York, East Anglia and in the Midlands, on the "five boroughs" of Leicester, Derby, Nottingham, Lincoln and Stamford. Aethelflaed's marriage strengthened an alliance between Mercia and Alfred's Wessex in the south west and south east, the last Saxon kingdoms resisting a complete Viking victory. Her background meant she had some preparation for the huge challenges ahead.

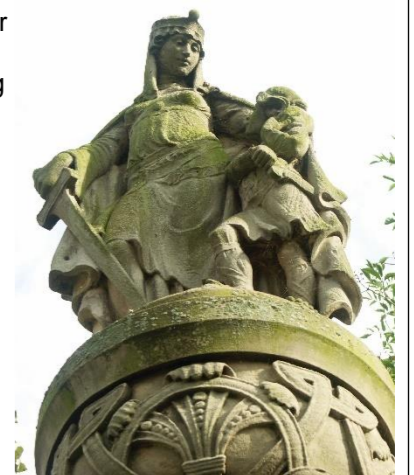
Mercia had a stronger tradition of women taking part in life of court and administration. This enabled Aethelflaed to build projects, treaties and even military campaigns which were conducted in her name. As Aethelred's health declined, Aethelflaed's reputation grew. An Irish chronicler, observing her skilful handling of troublesome Vikings in Chester, called her "Queen of the Saxons".

Alfred stopped the Vikings, but it was Aethelflaed and Edward who retook much of England. As the invaders burnt and looted, Aethelflaed and Edward gathered their forces and struck at the chosen moment. The northern Vikings were defeated, shifting the balance of power. When Aethelred died, the nobles accepted his wife should become sole ruler, the Lady of the Mercians.

The Irish chronicle says, "her fame spread in all directions" and "through her own cleverness, made peace with the people of Alba and the Britons (Scotland and Wales)". Then in 917 Aethelflaed struck east at the five boroughs. The Viking stronghold of Derby fell to the Mercians - the army perhaps led in person by Aethelflaed. The next year the previously aggressive Vikings of Leicester - now isolated due to Saxon gains in the south and west - surrendered to the Lady of the Mercians without a fight. Even York, the nerve centre of northern Viking rule, promised to obey her command.

The main source for the period, the Anglo-Saxon Chronicle, comes in different versions. The most commonly used version was written in Wessex, under the reign of Edward, and it almost writes her out of existence. While Aethelflaed is subduing the Welsh and Viking raids, taking Derby and Leicester, the Wessex chronicle concentrates entirely on Edward. Most of her achievements are contained within a different version of the chronicle - the Mercian Register gives far more credit to Aethelflaed.

It is said that Edward's son Athelstan had been brought up in Mercian court and when he was accepted as king following the death of Edward, he used the lessons learned at Aethelflaed's side to become the first king of a united England.





# Subject: Maths      Topic: Multiplication and Division and Fractions

We will begin Autumn 2 by exploring Multiplication and Division. Year 5 will spend time looking at Multiples, Factors, Square Numbers, Prime Numbers.

Later in the term we will move on to exploring Fractions. In this topic we will learn about Equivalent Fractions, Converting Fractions, Comparing Fractions, Ordering Fractions as well as adding and subtracting Fractions.

## Multiplication and Division:

## Fractions

### Key Vocabulary

- multiply

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- groups of

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- lots of

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- times

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- divide

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- share

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- remainder

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- factor

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- multiple

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- product

### Key Vocabulary

- numerator

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- denominator

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- unit fraction

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- non-unit fraction

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- whole

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- equivalent

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- mixed number

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- improper fraction

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- simplest form

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- multiple

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- common denominator

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- common numerator

<p><b>Factors</b></p> <p>A factor is a number that divides into another number exactly, without leaving a remainder.</p> <p>The factors of 20 are 1, 2, 4, 5, 10 and 20.</p> <p>The factor pairs are: 1 and 20 2 and 10 4 and 5</p>	<p><b>Prime Numbers</b></p>	<p><b>Equivalent Fractions</b></p> <p>To find equivalent fractions, we multiply or divide the numerator and denominator by the same number.</p>	<p><b>Compare and Order Fractions</b></p> <p>We can compare and order fractions by using common denominators.</p>
<p>A common factor is a factor of 2 or more numbers.</p>		<p><b>Mixed Numbers</b></p> <p>Mixed numbers contain a whole number and a fraction.</p>	<p><b>Improper Fractions</b></p> <p>An improper fraction has a numerator which is greater than or equal to the denominator.</p>
		<p><b>Convert an Improper Fraction to a Mixed Number</b></p> <p><math>9 \div 4 = 2r1</math></p> <p>Divide the numerator by the denominator.</p> <p>This shows you the whole number and the fraction.</p>	<p><b>Convert a Mixed Number to an Improper Fraction</b></p> <p>Multiply the whole by the denominator to make an improper fraction.</p> <p>Add the fractions together.</p>



# Subject: Advent RE Year 5

## Unit Overview

During this unit, children will learn how to link the Old Testament and the New Testament in terms of preparing for the coming of Christ during the Season of Advent.



## Key Vocabulary

- Advent
- Coming
- Messiah
- Zechariah
- John the Baptist
- Benedictus

## Learning Outcomes:

- To know the story of John the Baptist.
- To empathise with the thoughts and feelings of Zechariah.
- To know the story of the ministry of John the Baptist in the wilderness.
- To be able to explore and describe the character of John the Baptist and the significance of his message for the Season of Advent.
- To understand why preparations during Advent are important
- To know some of the messages of the Old Testament prophets about the coming of the Messiah.
- To understand why preparations during Advent are important.





## Subject: Baptism RE y5

### Unit overview

During this unit, children will learn how to explore the role of John the Baptist in the Baptism of Jesus and provides an opportunity for an indepth study of the signs, symbols and prayers associated with the Sacrament of Baptism.



### Books linked to topic you may wish to read:

My Baptism book by Eden.co.uk

My Baptism book by Sophie Piper

### Learning Outcomes

To know the story of Jesus' baptism in the River Jordan.

To be able to empathise with his thoughts and the feelings of John.

To understand the significance and power of signs and symbols.

To understand the promises of Baptism and how they are to be lived and renewed

To know how to participate in and prepare celebrations



### Key Vocabulary

Sacrament, Baptism, John the Baptist, sign, symbol, action.

### Key Facts/dates – Sticky Knowledge

Children to imagine they had gone to John for Baptism. If they had they been there how might they have viewed John? What would you have told the neighbours when you got home?

How might John have felt about his special role and responsibility?

What did John feel like when Jesus came to him and asked for Baptism?

Explore some of the promises that are made at Baptism. What do they mean?



Glossary					
1	<b>Force</b>	A push or pull on an object	11	<b>Upthrust</b>	Pushes up on objects in water
2	<b>Balanced</b>	When things are equal	12	<b>Mass</b>	How much 'stuff' is in an object
3	<b>Unbalanced</b>	When things are not equal	13	<b>Weight</b>	How much gravity is acting on an object
4	<b>Contact Force</b>	A force which can only act when touching an object	14	<b>Grams and Kilograms</b>	What we measure mass in
5	<b>Non-Contact Force</b>	A force which can act without touching an object	15	<b>Newtons</b>	What we measure weight in
6	<b>Gravity</b>	Pulls objects on Earth towards the centre of Earth	16	<b>Streamlined</b>	Shaped to move easily through water
7	<b>Friction</b>	Applied between two sliding surfaces	17	<b>Density</b>	How tightly packed the 'stuff' is in an object or material
8	<b>Water Resistance</b>	Applied on objects moving through water	18	<b>Lever</b>	A type of simple machine which uses a beam
9	<b>Air Resistance</b>	Applied on objects moving through air	19	<b>Pulleys</b>	A type of simple machine which uses wheels and rope
10	<b>Magnetism</b>	Applied when two objects are magnetic	20	<b>Gears</b>	A type of simple machine which uses toothed cogs

**What are balanced and unbalanced forces?**

When two forces acting on an object are equal in size but they are acting in opposite directions, the forces are balanced. If an object is still, it will stay still and if an object is moving, it will continue to move at the same speed and in the same direction.

**Balanced Forces**

When forces are unbalanced, an object may start to move, stop moving, change speed or change direction.

**Unbalanced Forces**

**What is the difference between mass and weight?**

Mass is how much matter is inside an object. We measure mass in grams and kilograms and can use scales to do this.

Weight is how strongly gravity is pulling down on an object. It is measured in newtons (N).

Gravity	Friction	Magnetism
A non-contact force which pulls all objects on Earth to the centre of the Earth. All objects have gravitational force but larger objects have more.	A contact force which acts when two surfaces are sliding or a trying to slide over each other. Rub your hands together to feel friction for yourself.	A non-contact force which acts between two magnetic objects. A magnet can both push and pull. Attracting is pulling and repelling is pushing.
Air resistance	Water resistance	Upthrust
A contact force which acts on objects moving through the air. Air resistance is a type of friction and is the force that pushes up against a parachute that is falling towards the ground.	A contact force which acts on objects moving through water. Water resistance is a type of friction and is the force you can feel pushing against you when you try to walk in a swimming pool.	A contact force which pushes upwards against objects in water. Upthrust is also known as buoyancy and is the force which makes things float instead of sink.
Lever	Pulleys	Gears
Lever can be used to turn a small force into a larger force. They can help us to change how a force is used and do things such as lift heavy objects. There are different kinds of levers.	Pulleys can be used to make a small force lift up a much heavier load. If you add more wheels to a pulley, you need to use less force to lift something.	A gear is also known as a cog. They are like wheels but have 'teeth'. A gear or set of gears can be used to change the speed or direction of a force. If one gear turns clockwise then the other will turn anti-clockwise.