



THEMATIC OVERVIEW

Year Group(s): Year 5

Term and Duration: Autumn term 1

Theme: Smashing Saxons, Vicious Vikings, Amazing Abbasids...really?

Hook In: Settlers game - who will conquer?

Celebration: Horrible Histories

Key Questions:

Are the Saxons really smashing? (History)

Are the Vikings really vicious? (History)

Are the Abbasids really amazing? (History)

How can I create a Viking invaders game on scratch? (Computing)

Are there any Viking myths? (Literacy)

What would an Anglo Saxon/Viking/Abbasid settlement look like? (DT)

English Objectives

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently

Relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun

Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]

Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, *he had seen her before*].

Brackets, dashes or commas to indicate parenthesis, Use of commas to clarify meaning or avoid ambiguity.

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied AF3
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction (poetry annotations)

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
 - draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - engaging the reader, emphasising points of writing.
 - evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Mathematics Objectives

Pupils should be taught to:

read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
solve number problems and practical problems that involve all of the above
read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Pupils should be taught to:

add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
add and subtract numbers mentally with increasingly large numbers
use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Pupils should be taught to:

identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
establish whether a number up to 100 is prime and recall prime numbers up to 19
multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
multiply and divide numbers mentally drawing upon known facts
divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

Science Objectives

None this half term.

ICT	RE	HISTORY
<p>Pupils should be taught to: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Know that a 'faith family' has special rituals and ceremonies and to be able to describe one</p> <p>Talk about how it feels to take part in 'family' ritual/ceremony</p> <p>3 Begin to realise that different faiths have different rituals and symbols in their homes</p> <p>Make links between the way in which participation in a 'family' ritual affects the life of a believer</p> <p>4 Show an understanding of how beliefs affect actions of the believer and to be able to make links in and between traditions</p> <p>Ask questions and begin to develop your own answers as to why belief is expressed in a certain way</p> <p>5 Describe and explain how beliefs can make a difference to the lives of individuals of communities</p> <p>Make an informed response about how religious belief inspires and influences the way people live their lives</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <ul style="list-style-type: none"> ▪ Britain's settlement by Anglo-Saxons and Scots ▪ Scots invasions from Ireland to north Britain (now Scotland) ▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ▪ Anglo-Saxon art and culture ▪ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ▪ Viking raids and invasion ▪ further Viking invasions and Danegeld ▪ Anglo-Saxon laws and justice ▪ a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Geography Objectives	Art Objectives	DT Objectives
None this half term.	None this half term.	<p>Design</p> <ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ▪ apply their understanding of computing to program, monitor and control their products.

PE Objectives	Spanish Objectives	
<ul style="list-style-type: none"> ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ perform dances using a range of movement patterns ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>In this unit children focus on creating characters and narrative through movement and gesture. They gain inspiration from literacy characters. They work with a partner and in small groups.</p> <p>In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work they develop an awareness of the historical and cultural origins of different dances.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Describe people, places, things and actions orally* and in writing.</p>	
PSHE Objectives	Music Objectives	Enrichment Activities
<p>War and Conflict Terrorism War in Afghanistan</p> <p>Key Learning Objectives: Citizenship – To research, discuss and debate topical issues, problems and events (2a) – to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities (2c) Other subjects – Pupils should be taught to participate in discussions, presentations, performances, role play/improvisations and debates (Spoken Language) – History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p>Key Learning Objectives: Citizenship: – To debate topical issues, problems and events (2a) – To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences (2e) – To think about the lives of people living in other places and times, and people with different values and customs (4b) Other Subjects: – Pupils should be taught to plan their writing by: o identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own o noting and developing initial ideas, drawing on reading and research where necessary. (English: Writing - Composition Years 5 and 6)</p>	<p>During the Course of the Unit Children Will Learn:</p> <ul style="list-style-type: none"> • how to listen to music • to sing the song • to understand the geographical origin of the music and in which era it was composed • to experience and learn how to apply key musical concepts/elements eg finding a pulse, clapping a rhythm, use of pitch • to play the accompanying instrumental parts with or without notated scores (optional) • to work together in a band/ensemble • to develop creativity through improvising and composing within the song • to understand and use the pentatonic scale while improvising and composing • to experience links to other areas of the curriculum (see Extension Activities) • to recognise the style of the music and to understand its main style indicators • to understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document) • to undertake all these independently 	<p>Murton Park - Viking Day</p> <p>Y 5/6 Play</p>