



## THEMATIC OVERVIEW

Year Group(s): Year 5

Term and Duration: Spring term 2

Theme: Can I be a CSI investigator?

Hook In: Charlotte Dymond Murder Mystery

Celebration:

### Key Questions:

Can I solve Charlotte Dymond's murder? (Literacy)

Can I create a scene of mystery using stop motion (ICT)

What about insulation? How could I have saved Charlotte Dymond? (Science)

Can I measure Charlotte Dymond and create an accurate appearance profile? (Maths)

What skills can I learn to become a CSI investigator? (Science)

### 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: **REVISITING!**

FRACTIONS, DECIMALS and PERCENTAGES: Pupils should be taught to:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number [for example,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ ]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example,  $0.71 = \frac{71}{100}$ ]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator of a multiple of 10 or 25.
  - **GEOMETRY:** Pupils should be taught to:
- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- identify:
  - angles at a point and one whole turn (total 360°)
  - angles at a point on a straight line and  $\frac{1}{2}$  a turn (total 180°)
  - other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

## Science Objectives

Pupils should be taught to:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

Pupils should be taught to:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Computing Objectives	RE Objectives	History Objectives
<p>ICT:</p> <ul style="list-style-type: none"> <li>▪ design, write and debug programs that accomplish specific goals, including <b>controlling or simulating physical systems</b>; solve problems by decomposing them into smaller parts</li> <li>▪ <b>use sequence, selection, and repetition in programs</b>; work with variables and various forms of input and output</li> <li>▪ select, <b>use and combine a variety of software</b> (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 <b>collecting, analysing, evaluating and presenting data</b> and information</li> <li>▪ <b>use technology safely, respectfully and responsibly</b>; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<ul style="list-style-type: none"> <li>🔍 <b>Make connections between some of Jesus’ teachings and the way Christians live today (A1).</b></li> <li>🔍 <b>Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3).</b></li> <li>🔍 <b>Outline Jesus’ teaching on how his followers should live (A2).</b></li> <li>🔍 <b>Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live (B3).</b></li> <li>🔍 <b>Explain the impact Jesus’ example and teachings might have on Christians today (B1).</b></li> <li>🔍 <b>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</b></li> <li>🔍 <b>Explain the links between Jesus’ death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).</b></li> <li>🔍 <b>Investigate and explain the challenges of following Jesus’ teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).</b></li> </ul>	<p>None this half term.</p> <p>Elements covered through the historical poem documenting Charlotte Dymond’s murder.</p>

<b>Geography Objectives</b>	<b>Art Objectives and DT Objectives</b>	
<p>None this half term</p> <p>Elements covered through the historical Devonshire poem documenting Charlotte Dymond's murder.</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>▪ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>▪ about great artists, architects and designers in history.</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>▪ 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</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>▪ investigate and analyse a range of existing products</li> <li>▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>▪ understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>▪ apply their understanding of computing to program, monitor and control their products.</li> </ul>	
<b>PE Objectives</b>	<b>Spanish Objectives</b>	
<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use running, jumping, throwing and catching in isolation and in combination</li> <li>▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>	<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>	

<ul style="list-style-type: none"> <li>▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>▪ perform dances using a range of movement patterns</li> <li>▪ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>		<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>
PSHCE Objectives	Music Objectives	Enrichment Activities
<p>Gogivers:</p> <p>Keeping safe and making choices</p> <p>Moral values: when enough is enough.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ listen with attention to detail and recall sounds with increasing aural memory</li> <li>▪ use and understand staff and other musical notations</li> <li>▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>▪ develop an understanding of the history of music.</li> </ul>	<p>Creative writing workshop 17<sup>th</sup> March with Eden Ballantyne at Beningbrough Hall.</p> <p>Possibility of a Science specialist to explore properties of materials.</p>