



THEMATIC OVERVIEW

Year Group: 5

Term and Duration: Autumn 2

Theme: Vicious Vikings

Hook In: Murton Park Trip

Celebration: Sharing of historical narratives

ENGLISH OBJECTIVES

Writing

All focus writing tasks will link to our Vikings theme. The children will produce a piece of instruction writing, with opportunity to develop their planning, drafting, editing and redrafting skills through this unit of work.

Grammar

- Conjunctions - subordinating
- Adverbial phrases to link paragraphs
- Relative pronouns
- Relative clauses
- Modal verbs
- Parenthesis - brackets

Reading

Reading - Our whole class text is 'There's a boy in the girls' bathroom' written by Louis Sachar. We are also using many other books and extracts from a variety of genres during Whole Class reading in order that the children are exposed to lots of new authors and text types to improve their reading skills. The children will be taught to:

- Understand the meaning of new vocabulary in texts
- Predict what might happen from details stated and implied
- Draw inference such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Check that the book makes sense to them, discussing understanding and exploring the meaning of words in context.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Spelling:

- Words ending able or ible
- Apostrophe for contraction and possession
- Words from the Year 5/6 spelling list
- Use of the hyphen
- Homophones
- Word webs
- Personal spelling lists

MATHEMATICS OBJECTIVES

Statistics

- I can solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables including timetables.

Number: Multiplication and Division

- I can multiply and divide numbers mentally drawing upon known facts.
- I can multiply and divide whole numbers by 10, 100, 1000
- I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- I can recognise and use square numbers and cube numbers and the notation for both.
- I can solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.
- I can know and use the vocabulary of prime numbers, prime factors and composite numbers.
 - I can establish whether a number up to 100 is a prime and recall prime numbers up to 19.

Measurement: Perimeter and Area

- I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- I can calculate and compare the area of rectangles (including squares) and including using standard units, cm², m² estimate the area of irregular shapes.

SCIENCE OBJECTIVES

Forces

- I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
- I can identify scientific evidence that has been used to support or refute ideas or arguments.
- I can plan a fair-test; identifying the control variables.

Computing Objectives	RE Objectives	Topic Objectives (Hist/Geog)
<p><u>Scratch - Game Design</u> Identifies variables in a programme Creates simple variables (e.g. keep score or remove lives in a game) Can use 'turn' functions in motion In looks can switch costume and backdrop and clear graphic effects Can create and utilise a 'clone' Can use 'if...then...else' function in control Can edit the shade of pen colour Can use relational operations '< = >' and 'pick random' to determine programme changes Can use an increasing range of sensing tools including: 'distance to' 'mouse x/y' 'loudness' 'turn video' and 'timer' Uses logical reasoning to detect and debug errors with increasing efficiency</p>	<p><u>What does it mean to be a Muslim in Britain today?</u> To make connections between Muslim practice of the 5 Pillars and their beliefs about God and the prophet Muhammad. To describe and reflect on the significant of the Holy Qur'an to Muslims. To describe the forms of guidance uses and compare them to forms of guidance experienced by pupils. Make connections between the key functions of the mosque and beliefs of Muslims.</p>	<p><u>Smashing Saxons</u> To develop an understanding of what life might have been like in Viking times. To know some important events, places and people from Viking times. To understand that more can be learnt about a particular time period from studying historical artefacts.</p>
PE Objectives	Art Objectives	Music Objectives
<p>To develop fitness and stamina through net and ball skills, with an emphasis on tennis and squash. To develop fitness and stamina through invasion games.</p>	<p><u>Viking ships (Dragon Eyes)</u> To use different 3D mediums to create their own work inspired by Viking designs. To compare and contrast a range of designers across time.</p>	<p>To develop an understanding of what chords are, in relation to individual notes on a stave. To learn and play the chords C, F and Am on the ukulele.</p>
French Objectives	Jigsaw (PSHE) Objectives	
<ul style="list-style-type: none"> • Name facial features • Extend a description using a conjunction and further adjectives; • Make noun/adjective combinations 'agree' according to gender and number, in pronunciation • Ask and answer questions about everyday actions in the classroom • Make questions and answers in the third person • say how they are feeling. 	<p><u>Celebrating Differences</u> I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	
Enrichment Activities		
Christmas Activities		