



# Topic overview – Year 4/5/6 (CYCLE C)

Autumn 1	
<b>Topic name</b>	<b>The Invaders and Settlers...Season one</b>
<b>Big question</b>	Who were the troublemakers in history?
<b>Memorable experience</b>	Visiting drama group for an Anglo Saxon / Viking themed day.
<b>Outdoor learning</b>	Simulate a dig. What can we learn from artefacts? What do they tell us about the Anglo Saxons?
<b>Linked books</b>	Beowulf
<b>Reading aims</b>	<ul style="list-style-type: none"> <li>- Identify themes and conventions in books</li> <li>- Develop positive attitudes to reading</li> <li>- Read and understand non-fiction</li> <li>- Make predictions from details stated and implied</li> <li>- Ask questions to improve understanding</li> </ul>
<b>Writing aims</b>	<p><b>Descriptive writing of characters and monsters</b></p> <ul style="list-style-type: none"> <li>- place the possessive apostrophe accurately</li> <li>- use expanded noun phrases</li> <li>- describe characters</li> </ul> <p><b>Narrative writing based on Beowulf</b></p> <ul style="list-style-type: none"> <li>- use fronted adverbials</li> <li>- organise paragraphs around a theme</li> <li>- create settings, characters and plot</li> </ul> <p><b>In all writing:</b>  <i>Improve legibility, consistency and quality of handwriting</i>  <i>Proofread for spelling and punctuation errors</i>  <i>Learn to spell new words correctly and have practice in spelling them</i></p>
<b>Speaking &amp; listening aims</b>	<p>Ask relevant questions to further their understanding</p> <p>Listen to and respond to others</p> <p>Prepare ideas before writing</p>
<b>Maths aims</b>	<p>Place value (5 weeks)</p> <p>Addition and Subtraction (3 weeks)</p>
<b>Science aims</b>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>- identify how sounds are made, associating some of them with something vibrating</li> <li>- recognise that vibrations from sounds travel through a medium to the ear</li> <li>- find patterns between the pitch of a sound and features of the object that produced it</li> <li>- find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>- recognise that sounds get fainter as the distance from the sound source increases</li> <li>- Work scientifically to conduct an experiment on how sound travels through some materials better than others</li> </ul>
<b>History aims</b>	<p><b>Britain's settlements by Anglo-Saxons and Scots</b></p> <ul style="list-style-type: none"> <li>- To use timelines to place periods of history and significant times or events</li> <li>- Explain how past events have shaped our lives today (place names, art and culture, law and order and Christian conversion)</li> <li>- Contrast and compare historical periods</li> <li>- Appreciate how historical artefacts help us understand the past</li> <li>- Roman withdrawal from Britain and the fall of the Roman Empire</li> <li>- Anglo-Saxon and Scots invasions, settlements and kingdoms</li> <li>- Anglo-Saxon art and culture and Christian conversion</li> </ul>
<b>Geography aims</b>	<p><b>Whilst studying Anglo-Saxon Britain:</b></p> <ul style="list-style-type: none"> <li>- children will name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns and understand how some of these aspects have changed over time</li> <li>- children will be able to describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>
<b>DT aims</b>	Art focus this term



Autumn 1

<b>Art and design aims</b>	<p><b>Painting and mixed media – Portraits</b></p> <ul style="list-style-type: none"> <li>- Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</li> <li>- Try a variety of materials and compositions for the backgrounds of their drawings.</li> <li>- Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.</li> <li>- Create a successful print.</li> <li>- Use some Art vocabulary to talk about and compare portraits.</li> <li>- Explain their opinion of an artwork.</li> <li>- Experiment with materials and techniques when adapting their photo portraits.</li> <li>- Create a self-portrait that aims to represent something about them.</li> <li>- Show they have considered the effect created by their choice of materials and composition in their final piece.</li> </ul>
<b>Music aims</b>	<p><b>Whole class music project – percussion</b></p> <ul style="list-style-type: none"> <li>- Children will play and perform in solo/ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>- Children will listen with attention to detail and recall sounds with increasing aural memory.</li> </ul> <p><u>Key skills</u></p> <ul style="list-style-type: none"> <li>- play with awareness of pulse and control of rhythm</li> <li>- Identify rhythmic phrases and play them by ear</li> <li>- Perform a repeated pattern to a steady pulse</li> <li>- Recognise rhythmic patterns</li> <li>- Perform in different ways, exploring the way the performers are a musical resource</li> </ul>
<b>Computing aims</b>	<p><b>Digital literacy – online safety</b> Discover ways to overcome bullying</p> <p><b>Creating media</b></p> <ul style="list-style-type: none"> <li>- Create a clear plan for a website and begin to create it</li> <li>- Create a professional looking web page with useful information and a clear style, which is easy for the user to read</li> <li>- Create a clear plan by referring back to their check list</li> <li>- Create four web pages with a range of features on their website.</li> </ul>
<b>PSHE aims</b>	<p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>- To explore stereotypes in fictional characters and think about how these might influence us</li> <li>- To recognise how attitudes to gender have changed over time</li> <li>- To recognise that stereotypes can relate to a number of factors</li> <li>- explore the impact of stereotypes and how they can lead to discrimination</li> <li>- To explore other people's attitudes and ideas and to begin to challenge these</li> <li>- To understand stereotypes and be able to share information on them</li> </ul>
<b>PE aims</b>	<p><b>Swimming</b></p> <p><b>Football and Tag rugby</b></p> <ul style="list-style-type: none"> <li>- Dribbling</li> <li>- Attack and defence</li> <li>- Passing with accuracy and control</li> <li>- Applying skills to small game situations</li> <li>- using individual skills as part of a team</li> <li>- attack and defence</li> </ul>
<b>RE aims</b>	<p><b>What is the 'Trinity' and why is it important for Christians?</b></p> <ul style="list-style-type: none"> <li>- Identify the difference between a gospel and a letter</li> <li>- Describe how Christians show their beliefs about God the Trinity in worship and in the way they live</li> <li>- Make links between some Bible texts and the idea of God in Christianity</li> </ul>
<b>Foreign language aims</b>	<ul style="list-style-type: none"> <li>- Children will listen attentively to spoken language and show understanding by joining in and responding</li> <li>- Children will explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> </ul> <p><b>European Languages Day (September 26th)</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>- Introductions, classroom instructions and school equipment</li> <li>- The French alphabet</li> <li>- Birthdays</li> </ul> <p><b>Year 5 / 6</b></p> <ul style="list-style-type: none"> <li>- Recap introductions and basic conversation</li> <li>- Counting up to 100</li> <li>- Describing yourself using adjectives</li> <li>- Sports and hobbies</li> <li>- Learning about France</li> </ul>