



SACRED HEART THEMATIC PLAN - YEAR GROUP 5 - TERM ADVENT



| BREADTH VIKINGS AND SAXONS – FARMERS, TRADERS OR INVADERS? | | | | |
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| SUBJECT | THRESHOLD CONCEPT | COVERAGE | ASSESSMENT TARGETS YOUR CHILD WILL BE ABLE TO... | |
| HISTORY | <ul style="list-style-type: none"> Chronology Historical people and events Historical sources and evidence Historical connections | During this topic we will be learning about the Saxons and the Vikings: exploring their religious beliefs and the arrival of Christianity to England; studying place names for clues as to their origin; learn about key characters; research what life would have been like; understanding what led to the end of their era and the Battle of Hastings. | <ul style="list-style-type: none"> Use words and phrases associated with the Saxons & Vikings. Recognise how life now is different compared to in Saxon & Viking times. Explain why the Vikings to invaded England. Describe events associated with the end of the era. Ask and answer questions about the Vikings and Saxons. | |
| GEOGRAPHY | <ul style="list-style-type: none"> Locational knowledge Human and physical geography. Geographical skills and fieldwork | In Geography, we will be considering why areas were chosen for settlement; using maps to look at human and physical features including looking for place name clues; studying the 7 Saxon Kingdoms; compare the locations Vikings travelled between including their trading locations. | <ul style="list-style-type: none"> Explain to someone the features and characteristics of the locations including their tradeable resources. Explain how the weather differs in the areas studied. Locate the 7 Saxon Kingdoms on a map and identify the European countries the invaders came from. | |
| DESIGN AND TECHNOLOGY | <ul style="list-style-type: none"> Design Make Evaluate Technical knowledge | In Design and Technology, we will be creating our own Sutton Hoo treasure trove. Creating a fleet of invader vessels capable of carrying our belongings across the seas. | <ul style="list-style-type: none"> Research historical designs and plan how to model it. Explain to someone else how they want to make their product. Choose appropriate resources and tools. | |
| ART | <ul style="list-style-type: none"> Famous Artists Artistic skills | Research Anglo-Saxon patterns and illuminated scripts. Compare to British designer, William Morris. Create own inspired repeating patterns (link to maths). | <ul style="list-style-type: none"> Explain how to mix colours to someone else. Describe patterns created by William Morris. Describe William Morris’ influences. | |
| MUSIC | <ul style="list-style-type: none"> Musical performance Musical skills Aural appreciation and evaluation. | In Music, we will be developing our musical skills and experience of playing brass instruments. | <ul style="list-style-type: none"> Learn to read music and respond to dynamics. Play and perform in a group. Evaluate performance and compose within a group. | |
| R.E. | | ENGLISH | MATHS | SCIENCE |
| <p>Ourselves – recognise their skills and talents, and those of others.</p> <p>Life choices – investigate the meaning of Christian commitment and service, including marriage.</p> <p>Judaism - understanding the Jewish culture.</p> <p>RSE – The wonder of God’s love in creating new life.</p> <p>Anti-bullying</p> <p>Hope – at the time of Advent.</p> | | <p>Year 5 spellings. Using resources to support spelling.</p> <p>Using different punctuation: brackets, commas, dashes and speech punctuation.</p> <p>Grammar: expanded noun phrases, correct use of tense, coordinating and subordinating conjunctions</p> <p>Literary features: metaphor, simile, alliteration, synonyms, onomatopoeia, personification, dialect, varying sentence length.</p> <p>Preparing poems and plays to read aloud.</p> | <ul style="list-style-type: none"> Place value Mental addition and subtraction Angles Measure (perimeter and area) Written addition and subtraction Multiplication and division Prime numbers Fractions Statistics (complete, read and interpret information in tables) | <p>Working scientifically:</p> <p>Pattern seeking</p> <p>Comparative and fair testing</p> <p>Research using secondary sources</p> <ul style="list-style-type: none"> Earth and Space <p>The Earth and beyond</p> <p>The planets in our solar system</p> <p>How the sun helps us to measure time</p> |
| P.E. | | PSED | COMPUTING | MFL |
| Sports coach | | TBC | Online safety, Coding, Spreadsheets. | Numbers/Days of the week/months of the year/ All About Me |