



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

Autumn 2	
<b>Topic name</b>	<b>The Invaders and Settlers...Season two</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, looking for artefacts
<b>Linked books</b>	The 1000 Year Old Boy – Ross Welford Viking Boy – Tony Bradman Defenders: Killing Ground – Tom Palmer She Wolf – Dan Smith The Vikings: Raiders, Traders and Adventurers – Marcia Williams
<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>Journalistic writing – newspaper reports</b></p> <ul style="list-style-type: none"> <li>- use fronted adverbials</li> <li>- organise paragraphs around a theme</li> <li>- use relative clauses starting with who, which, that and punctuate accurately</li> <li>- use inverted commas accurately for speech</li> <li>- use colons and semi-colons</li> </ul> <p><b>Film narrative – Excitable Edgar</b></p> <ul style="list-style-type: none"> <li>- use expanded noun phrases</li> <li>- write in the first person</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>	Ask relevant questions to further their understanding Listen to and respond to others Prepare ideas before writing
<b>Maths aims</b>	Multiplication and Division (2 weeks) Fractions (4 weeks) Christmaths! (1 week)
<b>Science aims</b>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>- Identify common appliances that run on electricity.</li> <li>- Recognise some common conductors and insulators, and associate metals with being good conductors.</li> <li>- Construct a simple series electrical circuit, identifying and naming its basic parts (including cells, wires, bulbs, switches and buzzers).</li> <li>- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</li> <li>- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>- Use recognised symbols when representing a simple circuit diagram.</li> <li>- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> </ul> <p><b>Investigation:</b> Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.  <i>Asking questions and recognising that they can be answered in different ways</i></p>
<b>History aims</b>	<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England:</b></p> <ul style="list-style-type: none"> <li>- Viking raids and invasion</li> <li>- resistance by Alfred the Great and Athelstan, first king of England</li> <li>- further Viking invasions and Danegeld</li> <li>- Edward the Confessor and his death in 1066 – the end of the Vikings.</li> </ul>
<b>Geography aims</b>	<p><b>Whilst studying Viking 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> </ul>



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	<ul style="list-style-type: none"> <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
<b>Art and design aims</b>	<p><b>Take One Picture week, based on 'The Regatta on the Grand Canal' by Canaletto</b> Workshop with Kathryn Saunby art studio</p> <p><b>Power Prints</b></p> <ul style="list-style-type: none"> <li>- Draw using tone to create 3D effects</li> <li>- Explore proportion when drawing</li> <li>- Plan a composition for mixed media drawing</li> <li>- Use shading techniques to create pattern and contrast</li> <li>- Work collaboratively to develop drawings into prints.</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 (E-Safety)</b> To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy.</p> <p><b>HTML</b></p> <ul style="list-style-type: none"> <li>- To recognise the role of HTML in a web page.</li> <li>- To change HTML code for a specific purpose.</li> <li>- To recognise the basics of HTML.</li> <li>- To alter the HTML on a live web page.</li> <li>- To alter an image on a web page.</li> </ul>
<b>PSHE aims</b>	<p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>- To begin to understand the Human Rights Convention</li> <li>- To understand human rights, including the right to education</li> <li>- To begin to understand what happens when the law is broken</li> <li>- To explore the links between rights and responsibilities</li> <li>- To understand the value of diversity in a community</li> <li>- To understand human rights, including the right to education</li> <li>- To understand diversity and the value different people bring to a community (Year 6: lesson 5 – valuing diversity)</li> <li>- Anti-Bullying week - PSHE lesson this week will follow the resources from the Anti-bullying Alliance.</li> </ul>
<b>PE aims</b>	<p><b>Swimming</b> <b>Basketball (3 weeks)</b> <b>Dodgeball (2 weeks)</b> <b>Volleyball (3 weeks)</b></p> <ul style="list-style-type: none"> <li>- Develop techniques and skills for attacking and defending more consistently</li> <li>- Collaborate as a team applying a range of skills and tactics</li> <li>- Explain some of the main principles when preparing to exercise and the effect it has on the body</li> <li>- Be able to recognise their own and others' strengths</li> </ul>
<b>RE aims</b>	<p><b>What do Hindus believe God is like? ,</b> Children will learn:</p> <ul style="list-style-type: none"> <li>- to identify some Hindu deities and say how they help Hindus describe God</li> <li>- Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</li> <li>- Offer informed suggestions about what Hindu murtis express about God</li> <li>- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)</li> <li>- Identify some different ways in which Hindus worship</li> <li>- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</li> <li>- Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</li> </ul>
<b>Foreign language aims</b>	<p><b>KS2 – children will engage in conversations, ask and answer questions, express opinions and respond to those of others, seek clarification and help.</b> <b>Children will speak in sentences, using familiar vocabulary, phrases and basic language structures.</b></p> <p>Numbers to 30 Days/months/seasons Telling the time</p>



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Hobbies  
Transport  
Birthdays  
Noel / Navidad

**Year 4**

- Recap numbers to 31
- Recap months of the year
- Birthdays

**Year 5 / 6**

- Sports and hobbies
- Learning about France