

Thematic Blocked Curriculum Half-termly Overview

Year group: **YEAR 5**

Half term/year: **AUTUMN 2**

Theme: **Journey down the Nile**



		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
SUBJECT BLOCK		Geography	History		Design and Technology		Assessment Art/Music		
English Learning Journey	Text / Class Novel	<p style="text-align: center;">Anthony and Cleopatra</p>						Newspaper Article Ancient Egyptians	
	Phonics / Spelling	See Spelling LTP							
	Reading	<p>Make predictions, justifying these with evidence from the text.</p> <p>Retrieve, record and present information from texts.</p> <p>Draw inferences using evidence from the text to justify these.</p> <p>Summarise the main idea across paragraphs.</p>	<p>Draw inferences using evidence from the text to justify these.</p> <p>Distinguish between fact and opinion.</p> <p>Discuss and evaluate the author's use of language for effect.</p>				Assessment Week	<p>Make predictions, justifying these with evidence from the text.</p> <p>Retrieve, record and present information from texts.</p> <p>Draw inferences using evidence from the text to justify these.</p> <p>Summarise the main idea across paragraphs.</p>	
	Grammar		<p>Develop characters and advance action through dialogue.</p> <p>Understand the difference between synonyms and antonyms and use these where appropriate.</p> <p>Use commas to clarify meaning or avoid ambiguity</p>	<p>Start sentences in different ways and create atmosphere in my writing.</p> <p>Describe setting, characters and create atmosphere in my writing.</p>	<p>Use adverbs/modal verbs to indicate a degree of possibility.</p>	Assessment Week			

			Use relative clause with a degree of accuracy.				
	Writing			<p>Use stylistic devices to create effects in writing, building cohesion within and across paragraphs.</p> <p>Organise my writing into paragraphs to show different information or events.</p> <p>Use adverbials to link paragraphs.</p> <p>Proof read and check for spelling/grammar errors.</p>	Plan ideas, drawing on reading or research when necessary.		
	Writing Outcome	Writing to evaluate Summary	Writing to express	Writing to express A letter in the role of Cleopatra	Big Write – Writing to express Diary Entry		Writing to inform - Newspaper Article
	Maths	<p style="text-align: center;">Calculations (Addition & Subtraction)</p> <ul style="list-style-type: none"> I can add & subtract whole numbers with more than 4 digits, including using formal written methods. I can add and subtract numbers mentally with increasingly large numbers. I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <p style="text-align: center;">Calculations (Multiplication & Division)</p> <ul style="list-style-type: none"> I can identify multiples and factors, including finding all factor pairs or a number and common factor pairs of two numbers. I use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. I can establish whether a number up to 100 is prime and recall prime numbers up to 19. I can multiply numbers up to 4 digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers. I can multiply and divide numbers mentally drawing on known facts. I can divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. I recognise and use square numbers and cube numbers, and the notation for squared and cubed. I can solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes. I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates. 					
	Science						

<p>ICT/Computing</p>	<p>Explore a virtual map using: rotate, zoom and tilt</p> <p>Find places using the search tool (Google maps)</p>	<p>I can use an internet search engine to find relevant information</p>					
<p>PE</p>	<p>Dodgeball</p>	<p>Dodgeball</p>	<p>Dodgeball</p>	<p>Dodgeball</p>	<p>Dodgeball</p>	<p>Dodgeball</p>	<p>Dodgeball</p>
<p>PSHCE Geography History Art & Design Design & Technology (incl. food tech) Music (incl. song links) RE MfL</p> <p>Outdoor Learning / LotC (incl. trips/visitors & outdoor lessons)</p>	<p>PSHCE Geography: Plan a journey to a place in another part of the world, taking account of distance and time.</p> <p>Explain why people are attracted to live by rivers.</p> <p>Name and locate many of the world's most famous rivers in an atlas.</p>	<p>History: Explain how an event from the past has shaped out life today.</p>	<p>PHSCE:</p> <p>'How good a friend are you?' Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities.</p> <p>History: Explain how the lives of wealthy people were different from the lives of poorer people.</p>	<p>D&T: Identify criteria for designing and evaluate existing products.</p> <p>Come up with a range of ideas after collecting information from different sources.</p> <p>Evaluate appearance and function of my product against original criteria.</p> <p>Use a range of tools, ingredients and equipment competently.</p> <p>Make a prototype before make a final version.</p> <p>PHSCE:</p> <p>'Relationship cake recipe' Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.</p>	<p>Art: Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p>	<p>PHSCE:</p> <p>'Our emotional needs' Recognise basic emotional needs, understand that they change according to circumstance;</p> <p>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks</p>	
<p>Quality Outcome (writing / art / production / presentation / assembly etc...)</p>	<p>. Leeds Museum Trip – week 2 Presentation/project – Egypt History</p>			<p>Egyptian Day – workshops - creating sarcophagus, Egyptian jewellery, mummifying animals (stuffed toys).</p>	<p>Egyptian Art Gallery</p>		<p>Christmas crafts and activities</p>