



Lantern Lane Curriculum Overview for Year 5

Lead Enquiry Question	Autumn Term River Deep, Mountain High <u>Mountains, Meanders and Mouths: Where would you rather live?</u>		Spring Term Invaders and Settlers <u>How did England change during the settlement of the Anglo-Saxons and Vikings?</u>		Summer Term Marvellous Mayans <u>What similarities and differences are there between the Maya Civilization and England from the 8th to the 10th century?</u>	
Geography	<p>NC Objectives: Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns; and understand how some of these have changed over time. Describe and understand key aspects of physical geography, including rivers, mountains, and the water cycle. Use maps, atlases, globe and digital/computer mapping to locate countries and describe and describe features studied. Use 8 points of a compass, use 4 figure grid references, symbols and key (including the use of simple Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p>	<p>Skills:</p> <p>I can explain why many cities are situated on or close to rivers.</p> <p>I can explain why people are attracted to live by rivers.</p> <p>I can explain the course of a river.</p> <p>I know the different stages of a river. I can name and locate many of the world's most famous rivers in an atlas.</p> <p>I can name and locate many of the world's most famous mountainous regions in an atlas.</p> <p>I can follow a route on a map with given directions and find a place using directional language</p> <p>I can apply map skills in outdoor and adventurous activities.</p> <p>I can identify reasons for living in an area using geographical knowledge and research.</p>	<p>NC Objectives: Use maps, atlases and globes to locate countries relevant to study.</p>		<p>NC Objectives: Use maps, atlases and globes to locate countries relevant to study.</p>	

<p>History</p>			<p>NC Objectives: Britain's settlement by the Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>	<p>Skills: I can use timelines to place and sequence local, national and international events. I can describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. I can also begin to identify changes within and across historical periods. I can give some causes and consequences of the main events, situations and changes in the periods studied. I can identify changes and links within and across the time periods studied. I can identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. I can look at various different accounts that relate to the same historical event and confidently identify differences. I can start to understand that people (now and in the past) can represent ideas or events in a way to persuade others. I can use dates and terms accurately throughout my work. I can select an appropriate way to present my findings to an audience.</p>	<p>NC Objectives: A non-European society that provides contrasts with British history - Mayan civilization c. AD 900.</p>	<p>Skills: I understand the term 'reliable' and can select pieces of evidence based on this term. I can demonstrate an understanding that there is often not one single answer to historical questions - it is all based around the strongest evidence to support a view or idea. I can use dates and terms accurately throughout my work. I can select an appropriate way to present my findings to an audience.</p>
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<p>Art</p>	<p>NC Objectives: Mountainous landscapes and Reflections (with study of Gornik and Afremov)</p> <p>Drawing - Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Painting - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.</p>	<p>Skills: I can identify and draw objects and use marks and lines to produce texture. I can successfully use shading to create mood and feeling. I can organise line, tone, shape and colour to represent figures and forms in movement. I can use images which I have created, scanned and found; altering them where necessary to create art.</p>	<p>NC Objectives: Multimedia Viking long ship (with study of Bridget Riley)</p> <p>Textiles/collage - Use a range of media to create collage.</p> <p>Printing - Explain a few techniques, including the use of polyblocks, relief, mono and resist printing.</p> <p>Drawing - Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Skills: I can research the work of an artist and use their work to replicate a style.</p>	<p>NC Objectives: Printing - Mayan bag 3D form - Mayan masks</p> <p>Printing - Explain a few techniques, including the use of polyblocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.</p> <p>Textiles/collage - Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique.</p> <p>3D Form - Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work.</p> <p>*In conjunction with DT (see below)</p>	<p>Skills: I can create an accurate print design following criteria. I can successfully use shading to create mood and feeling. I can organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>*In conjunction with DT (see below).</p>
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DT	<p>Food from around the world - Exploring regional food from different islands around the world and following recipes to create them e.g. Jersey bean crock, Caribbean rice and peas & Japanese noodle soup.</p> <p>NC Objectives: Design - Understand and apply principles of a healthy diet to prepare dishes. Understand seasonality, and know how a variety of ingredients are grown, reared, caught and processed.</p> <p>Make - Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>Evaluate - Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others Understand how key events and individuals in design and technology have helped shape the world</p>	<p>Skills: Design - I can explain how a product will appeal to a specific audience.</p> <p>Make - I can use a range of tools and equipment competently. I show that I can be both hygienic and safe in a kitchen.</p> <p>Evaluate - I can evaluate appearance, function and food product against original criteria.</p>	<p>Build a moving model (including cams, pneumatic mechanisms) based on monsters from Viking myths.</p> <p>NC Objectives: Design - Generate ideas through brainstorming and identify a purpose for their product including annotated sketches, cross-sectional diagrams, prototypes and computer-aided design. Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p>Make - Select appropriate materials, tools and techniques (eg cutting, shaping, joining and finishing) Measure and mark out accurately Use skills in using different tools and equipment safely and accurately (eg threading, stitching, fixing using heat) Cut and join with accuracy to ensure a good-quality finish to the product Assemble components make working models</p> <p>Evaluate -</p>	<p>Skills: Design - I can prepare a detailed step by step plan. I can suggest alternative plans; outlining the positive features and draw backs.</p> <p>Make - I can use a range of tools and equipment competently. I can make a prototype before making a final version.</p> <p>Evaluate - I can evaluate appearance, function against original criteria.</p> <p>Technical knowledge - I can build structure, exploring how they can be made stronger, stiffer and more stable including a range of textile fastenings and stitches. I understand and can use mechanical systems in my products [e.g. gears, cams, levers and linkages]. I understand and can use electrical systems in my products [e.g. motors].</p>	<p>Textiles - Making a drawstring Mayan bag using printing.</p> <p>NC Objectives: Design - Generate ideas through brainstorming and identify a purpose for their product including prototypes, pattern pieces and computer-aided design. Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design ideas</p> <p>Make - Select appropriate materials, tools and techniques (eg cutting, shaping, joining and finishing) Measure and mark out accurately Use skills in using different tools and equipment safely and accurately (eg sawing, scoring) Cut and join with accuracy to ensure a good-quality finish to the product</p> <p>Evaluate - Evaluate a product against the original design specification</p>	<p>Skills: Design - I can prepare a detailed step by step plan. I can generate, develop, model & communicate ideas through discussion, prototypes and pattern pieces. I can explain how a product will appeal to a specific audience.</p> <p>Make - I can use a range of tools and equipment competently. I can make a prototype before making a final version.</p> <p>Evaluate - I can evaluate appearance, function against original criteria.</p> <p>Technical knowledge - I can use a range of textile fastenings and stitches.</p>
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See individual subject curriculum maps for NC coverage and skills progression.	Autumn River Deep, Mountain High		Spring Invaders and Settlers		Summer Marvellous Mayans			
Science	Properties and Changes of Materials		Living Things and their Habitats	Animals including Humans	Earth and Space	Forces		
RE	5.1 Theme Inspirational people in today's world Enquiry question: What can we learn from great leaders and inspiring examples in today's world? <i>Gandhi, Dr Hany El Banna, Rosa Parks, William Booth, Malala Yousafzai, Marcus Rashford, Greta Thunberg.</i> Religions: Christianity, Islam, Hinduism		5.2 Theme Religion and the individual: what matters to Christians? Enquiry Questions: What is expected of a person in following a religion or belief? What matters most to Christians in their religion? Religion: Christianity		5.3 Theme Beliefs and question Enquiry Question: How do people's beliefs about God, the world and others have impact on their lives? Religions: Islam, Hinduism, Non-religious worldviews such as Humanism may also be considered		5.4 Theme Beliefs in action in the world Enquiry Question: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? Religions: Islam, Hinduism, Non-religious worldviews such as Humanism may also be considered	
Computing	Understanding computer networks and digital systems and text-based programming.	Progression in data handling	Music Creation	Development of Scratch - sequencing, repetition, iteration, variables, outputs and inputs	3D Design - Space link	Development of eBook creation- Mayan nonfiction or Hero Twins		
Music	Research and Appreciation - Music from different islands around the world		Music creation - Battle music		Charanga - Livin' on a Prayer			
Indoor PE	Swimming	Swimming	Gymnastics	Ice Skating		Dance		
Outdoor PE	Athletics	Hockey	Netball	Volleyball	Badminton	Cricket		

French	La Plage	Bon Appetit	Weather/Seasons	Easter		French Music
PSHE	Health & Wellbeing: What makes up a person's identity?	Living in the Wider World: What decisions can people make with money?	Health & Wellbeing - How can we help in an accident or emergency?	Health & Wellbeing - How can drugs common to everyday life affect health?	Health & Wellbeing: How will we grow and change?	Relationships: How can friends communicate safely?