



## Topic Termly Overviews



Year: 5

Topic: Take Shelter

Term: Autumn

Subjects	Objectives/Learning intentions
<b>DT</b> Sandwiches – WW2	<p><b>To design, make, evaluate and improve</b></p> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>I understand seasonality and can identify different foods produced in each season.</li> <li>I can incorporate the views of intended users and for the intended purpose.</li> </ul> <p><b>Other areas</b></p> <ul style="list-style-type: none"> <li>I can generate ideas by collecting and using information from a range of existing products.</li> <li>I can communicate alternative ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, pattern pieces and prototypes, showing that I am aware of constraints.</li> <li>I can reflect on my designs as they develop, drawing on previous experience.</li> </ul> <p><b>To master practical skills</b></p> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>I can apply rules for basic food hygiene and other safe practices e.g. oven safety and food storage.</li> <li>I can prepare foods in a variety of ways e.g. chopping, peeling, grating, coring, sieving, etc</li> <li>I can measure accurately and calculate ratios of ingredients to scale up or down from a recipe (with support).</li> </ul>
<b>ART</b> Rainforest Pictures Henri Rousseau	<p><b>To develop ideas</b></p> <ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points in the curriculum – keep notes.</li> <li>Collect information, sketches and resources and present ideas in a sketchbook with annotation included.</li> <li>Comment on artworks using visual language. <ul style="list-style-type: none"> <li>-colour</li> <li>-line</li> <li>-tone</li> <li>-pattern</li> <li>-texture</li> <li>-shape</li> <li>-form</li> <li>-space</li> </ul> </li> </ul> <p><b>To master techniques</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Use different pencils effectively and sketch where appropriate.</li> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>Use lines to represent movement.</li> </ul> <p><b>To take inspiration from the greats (classic and modern)</b></p> <ul style="list-style-type: none"> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>Create original pieces that show a range of influences and styles.</li> </ul>

<b>Geography</b> How is our country changing?	<b>To Investigate places</b> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions giving detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use maps, atlases, globes and digital/computer mapping to name and locate some counties and cities of the United Kingdom, and their identifying human and physical characteristics and key topographical features, including hills, mountains, coasts and rivers.</li> </ul> <b>To communicate geographically</b> <ul style="list-style-type: none"> <li>• Use the eight points of a compass and four-figure grid references to communicate knowledge of the United Kingdom and the world.</li> <li>• Use different maps (e.g population density, land use) symbols and keys to communicate knowledge of the United Kingdom and the wider world.</li> </ul>
<b>History</b> World War 2	<b>To understand chronology</b> <ul style="list-style-type: none"> <li>• Know and sequence key events of time studied</li> </ul> <b>To build an overview of world history</b> <ul style="list-style-type: none"> <li>• Study different aspects of different people – differences between men and women</li> <li>• Examine causes and results of great events and the impact on people</li> <li>• Offer some reasons for different versions of events</li> </ul> <b>To investigate and interpret the past</b> <ul style="list-style-type: none"> <li>• Use evidence to build up a picture of a past event</li> <li>• Select relevant sections of information</li> <li>• Use the library and internet with increasing confidence</li> <li>• Compare accounts of events from different sources – fact or fiction</li> <li>• Offer some reasons for different versions of events</li> </ul> <b>To communicate historically</b> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:             <ul style="list-style-type: none"> <li>– Dates</li> <li>– time period</li> <li>– era</li> <li>– chronology</li> <li>– continuity</li> <li>– change</li> <li>– century</li> <li>– decade</li> <li>– legacy</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Begin to use original ways to present information and ideas.</li> </ul>
<b>English Links</b>	Novel- Friend or Foe by Michael Murpurgo Novel- Letters from a Lighthouse by Emma Carroll