



**St Oswald's Catholic Primary School**

**Year 5 Autumn Overview 2019 -2020**

<b><u>Subject Area</u></b>	<b><u>Autumn</u></b>	
<b><u>English</u></b>	<b>1 – Instructions</b> <b>2 – Older Literature (The Selfish Giant)</b>	<b>3 – Stories from Other Cultures</b> <b>4 – Poetic Style</b>
<b><u>Mathematics</u></b>	<b>Number</b>	
<b><u>Science</u></b>	<b>1 - Earth and Space</b> <b>- Sun, Earth and Moon, what is moving?</b> -describe the movement of the Earth, and other planets, relative to the Sun in the solar system -describe the movement of the Moon relative to the Earth -describe the Sun, Earth and Moon as approximately spherical bodies -use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	<b>2 – Forces</b> <b>How do things move?</b> -explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object-identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
<b><u>History</u></b>	<b>2 – The Slave Trade</b> <b>- What was the impact of the Trans-Atlantic trade on Liverpool?</b> As Historians, the children will be studying Liverpool and our city's links to the Trans-Atlantic Slave Trade. The children will build upon their understanding of chronology and understand how Liverpool has changed over time.	
<b><u>Geography</u></b>	<b>1 – Water</b> <b>- How does water go round and round?</b> Children will name and locate (some of) the UK's most significant rivers and mountain environments. They will describe features of a river and mountain environment in the UK, learning how rivers and mountains are formed. They children will use this knowledge to understand where rivers and mountains fit into the water cycle.	
<b><u>Art</u></b>	<b>2 – Gustav Klimt</b> <b>- Can you create a clay tile using a variety of media and evaluate your work with reference to the artists studied?</b> As Artists, the children will study the life and work of the artist, Gustav Klimt with a focus on developing the use of different media-paint, pastel, collage, use of gold digital art fabric collage. The children will produce a final product of a clay tile in the style of Tree of Life from Mexico.	

<b><u>Design Technology</u></b>	<b>1 – Cookery</b> – bought in service	
<b><u>Music</u></b>	<b>2- Living On a Prayer</b> - Can I use musical vocabulary when describing music? The children will fluently perform 'Living On a Prayer' with expression, control and accuracy, listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs, develop an historical understanding of the song, compose on pitched percussion with dynamics.	
<b><u>PSHCE</u></b>	<b>1 – New Beginnings</b>	<b>2 – Getting on &amp; Falling Out</b>
<b><u>MFL</u></b>	<b>1 - Body parts, illnesses, family – (describing ailments)</b> – bought in service - Doctor, can you help me? To recall parts of the body. To ask and answer questions about health and wellbeing, self and family. To read and recognise the written word and copy sentences containing familiar words about family members/ the body.	<b>2 – Clothing, time</b> - What should I wear? To produce items of clothing. To ask and answer questions about what you are wearing. To show understanding of sentences regarding clothing and time. To recall and show understanding of colours including word order and agreement of adjectives. To describe school uniform including colours.
<b><u>Computing</u></b>	<b>1 - Let's change the world: inventors</b> - How can I change the world? This project will culminate with children creating their own animation using I Can Animate. The children will create their own props and sets and will also learn how to edit their final piece in iMovie.	<b>2 – Cars</b> - Who will win the race? This lesson plan will take you through the necessary steps to create a detailed 2 player game that includes racing cars around a track.
<b><u>PE</u></b>	<b>1 – African Dance</b> Explore, improvise and combine movements, Create structure in sections of dance using a range of movement patterns, Understand why dance is good for fitness, Comment on their own work and the work of others. African Dance Demonstrate precision, control and fluency in response to stimuli. Vary dynamics and develop actions with a partner or as part of a group. Continually demonstrate rhythm and spatial awareness. Modify my performance and that of others as a result of observation and basic understanding of the structure of the body. (LSSP)	<b>2 - Gymnastics</b> – bought in service Perform actions in a fluent and consistent performance, Create sequences and adapt, Know and understand the basic principles of warming up and why it is important, Understand why physical activity is good for overall health, Evaluate and improve their own and other work. Balance Link ideas, skills and techniques with control, precision and fluency when performing basic skills. Understand composition by performing more complex sequences. Describe how to refine, improve and modify performances. Demonstrate specific aspects of warm up and describe effects of exercise on the body.

<p><b><u>Games</u></b></p>	<p><b>1 – Tag Rugby</b>  Travel with a ball showing changes of speed and directions using either foot or hand, Use a range of techniques when passing, eg high, low, bounced, fast, slow, Hit the ball with purpose, varying speed, height and direction, Hit the ball from both sides of the body, Judge how far they can run to score points  Throwing / Catching  [Dribbling and feinting using various balls]  Control and catch a ball and accurately pass whilst moving.  Take part in conditioned game with understanding of tactics and rules.  Move with a ball in opposed situations.  Understand/use principles of warm up and why exercise is good for health.</p>	<p><b>2 – Basketball/Netball</b>  Travel with a ball showing changes of speed and directions using either foot or hand, Use a range of techniques when passing, eg high, low, bounced, fast, slow, Hit the ball with purpose, varying speed, height and direction, Hit the ball from both sides of the body, Judge how far they can run to score points  Throwing / Catching  [Dribbling and feinting using various balls]  Control and catch a ball and accurately pass whilst moving.  Take part in conditioned game with understanding of tactics and rules.  Move with a ball in opposed situations.  Understand/use principles of warm up and why exercise is good for health.</p>
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