



St Oswald's Catholic Primary School

Year 5 Autumn Overview 2020

<u>Subject Area</u>	<u>Autumn</u>
<u>English</u>	Recovery Framework English plans Older Literature – The Selfish Giant Poetic Style
<u>Mathematics</u>	Number: Place Value Number: Addition & Subtraction Statistics Number: Multiplication and Division Measurement: Perimeter and Area
<u>Science</u>	Catch Up Curriculum Topic: Living Things and their Habitats - 'What plants and animals live in our local environments?' -To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -To recognise that environments can change and that this can sometimes pose dangers to living things. Earth and Space - Sun, Earth and Moon: what is moving? - To describe the movement of the Earth, and other planets, relative to the Sun in the solar system - To describe the movement of the Moon relative to the Earth - To describe the Sun, Earth and Moon as approximately spherical bodies - To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
<u>History Day</u>	Riotous Royals - Can you compare and contrast two monarchs and how they reigned and behaved? <ul style="list-style-type: none">- To find out key information about different monarchs- To identify their key attributes

	<ul style="list-style-type: none"> - To look at different sources to find out about them - To present information - To share information with peers
<u>Geography Day 1 & 2</u>	<p>What is it like in the desert?</p> <ul style="list-style-type: none"> - Describe some key physical processes and the resulting landscape features e.g. hot and cold deserts - Discuss desert climate and how deserts are formed. The impact that deserts have on people that live in or near them will also be investigated. The issues surrounding human activity alters the environment and affects the rate of desertification. <p>What is renewable energy and why is it important?</p> <ul style="list-style-type: none"> - Describe and understand key aspects of human geography including the distribution of natural resources including energy. <p>How does water go round and round?</p> <ul style="list-style-type: none"> - To name and locate (some of) the UK's most significant rivers and mountain environments. - Describe features of a river and mountain environment in the UK, learning how rivers and mountains are formed. - Understand where rivers and mountains fit into the water cycle.
<u>Computing</u>	<p>How can I change the world?</p> <ul style="list-style-type: none"> - 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. <p>Who will win the race?</p> <ul style="list-style-type: none"> - This lesson plan will take you through the necessary steps to create a detailed 2 player game that includes racing cars around a track. <p>E-safety aspects have also been threaded through the curriculum as well as taught as stand alone lessons.</p>
<u>Art Day 1 & 2</u>	<p>Motion Sculpture</p> <ul style="list-style-type: none"> - To look at Peter Jansen's 'Runner' and record ideas and critiques about the piece. -To observe other Peter Jansen pieces and compare -To use cutting skills to create a human body template. - To use printing skills to create a motion picture with the template. -To use clay to create a motion sculpture, and independently choose the tools that are fit for purpose. <p>Create a portrait inspired by Gustav Klimt</p> <ul style="list-style-type: none"> -Give opinions on and compare 'Adele Block-Bauer I' (1908) and 'Adele Block-Bauer II' (1912) - focus on use of colour and pattern, and comment on the human form.

	<p>-Varied texture to convey light and shade (dotting/cross hatch)</p> <p>- Collage materials to create a Klimt-inspired background</p> <p>-To sketch a full body portrait to sit on top of their Klimt-inspired background. Use varied texture to convey light and shade on the portrait.</p>
<u>Design Technology Day</u>	Year 5's Catch Up curriculum topic will take place later on in the year.
<u>P.E.</u>	<p>Dance</p> <ul style="list-style-type: none"> - To improvise freely on their own and with a partner, translating ideas from a stimulus into movement - Show an imaginative response to different stimuli through their use of language and choice of movement - Incorporate different qualities and dynamics into their movement - Explore and develop new actions while working with a partner or a small group to create and link dance phrases using a simple dance structure or motif - To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups - Link actions to make dance phrases, working with a partner and in a small group - Perform short dances with expression, showing an awareness of others when moving - Describe what makes a good dance phrase <p>Yoga</p> <ul style="list-style-type: none"> - To develop strength and co-ordination in yoga poses. - To show control and technique when working with a partner to create poses. - To show balance, control and co-ordination in yoga poses. - To copy and create poses in an animal flow.
<u>Music</u>	<p>Can I use musical vocabulary when describing music?</p> <p>To perform 'Living On a Prayer' with expression, control and accuracy, listen with attention to detail.</p> <p>Recognise tempo, dynamics and instruments in contrasting songs</p> <p>Develop an understanding of this songs place in history</p> <p>Learn simple staff notation.</p>
<u>PSHCE</u>	<p>SIL recovery planning – Wellness</p> <p>Wellness week activities</p> <p>Catch – Up curriculum. Wellness focus</p>

<u>MFL</u>	<p>Doctor, can you help me? Body parts, illnesses, family – (describing ailments) -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.</p> <p>What should I wear? Clothing, time - 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.</p>