



# St Oswald's Catholic Primary School

## Year 5 Spring Overview 2021

<u>Subject Area</u>	<u>Spring</u>
<u>English</u>	Classic/ Narrative poems (The Highwayman) Persuasive Writing Recounts Significant Authors (Macbeth) Choral and Performance Poetry
<u>Mathematics</u>	Number: Multiplication & Division Number: Decimals & Percentages Number: Decimals Geometry: Properties of Shapes
<u>Science</u>	<b>Forces - 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>Properties and changes of material - Can we change materials?</b> -compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets -Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
<u>History Day</u>	<b>The Anglo-Saxons and Scots - What impact have the Anglo Saxon and Scots had on Britain in the past and present day?</b> - Britain's settlement by Anglo-Saxons and Scots

	<ul style="list-style-type: none"> <li>- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>- Scots invasions from Ireland to north Britain (now Scotland)</li> <li>- Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>- Anglo-Saxon art and culture</li> </ul>
<b><u>Geography Day</u></b>	<p><b>Can you share your understanding of a great American road trip?</b></p> <ul style="list-style-type: none"> <li>- Locate North and South America on a map and will name their countries and major cities.</li> <li>- Study the climate of South and North America's regions in comparison to each other.</li> <li>- Discuss the physical geographical features.</li> <li>- Compare the human geography of the South and North Americas</li> </ul>
<b><u>Computing</u></b>	<p><b>How can AR bring art to life?</b></p> <p>MGL - Interactive Art Exhibition</p> <p>-To introduce children to the amazing world of Augmented Reality</p> <ul style="list-style-type: none"> <li>- Use search technologies effectively to explore drawings/illustrations representing both 2D and 3D worlds.</li> <li>- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> <p><b>Creating Music Using Code</b></p> <ul style="list-style-type: none"> <li>- Use logical reasoning to predict and debug more complex programs including selection. <ul style="list-style-type: none"> <li>- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>- use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> </li> </ul>
<b><u>Art Day</u></b>	<p><b>Can I create a mask inspired by my knowledge of African Culture?</b></p> <p>Inspire</p> <ul style="list-style-type: none"> <li>- Make comparisons between masks from different tribes</li> <li>- Take inspiration from Esther Mahlangu to create modern African art, using sketchbooks to record observations</li> </ul> <p>Skill</p> <ul style="list-style-type: none"> <li>- Children to replicate the geometric designs and patterns of the Ndebele tribe</li> </ul>

	<p>Final Product</p> <ul style="list-style-type: none"> <li>- Use the skills learnt to create and evaluate own African mask</li> <li>- Must cover skills – colour, textiles, pattern, drawing</li> </ul>
<b><u>Design Technology Day</u></b>	<p>Year 5's Spring curriculum topics will take place later on in the year when in school.</p> <p>Autumn term topic - Cooking and Nutrition</p> <p><b>Can you make a savoury African dish?</b></p> <p>In Autumn term, the children planned out their African dish and wrote their own recipes.</p> <p>We looked at seasonality of produce</p> <p>Variety of ingredients across the continent</p> <p>Range of cooking techniques</p> <p>In spring term, for those working remotely from home, we will challenge children to cook an African dish from a choice of given, child friendly recipes.</p>
<b><u>P.E.</u></b>	<p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>- To develop strength and co-ordination in yoga poses.</li> <li>- To show control and technique when working with a partner to create poses.</li> <li>- To show balance, control and co-ordination in yoga poses.</li> <li>- To copy and create poses in an animal flow.</li> </ul> <p><b>SP 2-Netball / Basketball</b></p> <p>-To participate in team games, developing simple tactics for attacking and defending. They will throw a ball at a target with increased accuracy and take part in opposed conditioned games.</p> <p><b>Dance</b> – To explore, remember and repeat dance actions including gesture, travelling and stillness They will use movements to reflect the mood of the music and perform short dances showing some understanding of expressive qualities.</p>
<b><u>Music</u></b>	<p><b>How does expression affect my singing?</b></p> <p>Children will learn about rhythm and rhyme within music and the general rap genre.</p> <p>2<sup>nd</sup> half term: Fresh Prince of Bel Air</p> <p>The children will fluently perform 'Fresh Prince' with expression, control and accuracy, listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs, develop an historical understanding of 90s music, compose on pitched percussion with dynamics.</p>

<p><b><u>PSHCE / RSHE</u></b></p>	<p><b>Drug, alcohol and tobacco education. Different influences.</b></p> <ul style="list-style-type: none"> <li>- know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>- understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law</li> <li>- understand that there are risks associated with all smoking drugs</li> <li>- can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products</li> <li>- can describe some of the other influences that surround a person’s decision about whether to smoke or drink alcohol</li> <li>- recognise that there are many influences on us at any time</li> <li>- can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products</li> </ul> <p><b>How have we been created to love others?</b></p> <ul style="list-style-type: none"> <li>- explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love</li> <li>- Explore how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships</li> <li>- Explore the nature of God’s call to love others. Children will study and reflect imaginatively on the story of Zacchaeus’ conversion and explore ways in which they can hear God’s call in their lives.</li> <li>- Aim to equip children with strategies for more complex experiences of relationships and conflict. This includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this and further teaching on how our thoughts and feelings have an impact on how we act</li> </ul>
<p><b><u>MFL</u></b></p>	<p><b>How am I going to get there?</b></p> <p><b>The world around us – (Transport)</b></p> <p>To produce modes of transport.</p> <p>To ask and answer questions regarding reasons why we do/ don’t use certain modes of transport.</p> <p>To read and recognise the written word and copy sentences containing familiar words regarding transport.</p> <p>To produce, show understanding, read and recognise adjectives linked to modes of transport.</p> <p><b>Which rooms are there in my house?</b></p>

**Animals and home environments – (rooms in the house)**

-To produce rooms in the house.

To ask and answer questions about rooms in the house.

To read and recognise the written word and copy sentences containing familiar words regarding rooms in the house /home.

To produce prepositions.

To produce, show understanding, read and recognise prepositions linked to rooms in the house.

To write words and/or sentences about rooms in the house and prepositions.