



St Oswald's Catholic Primary School

Year Summer Overview 2020 -2021

<u>Subject Area</u>	<u>Summer</u>
<u>English</u>	<p data-bbox="712 480 1984 579"><u>Using a dictionary,</u> Understanding the lay out of a dictionary. Use alphabetical order. Locate words and their meanings using a dictionary.</p> <p data-bbox="674 624 2018 938"><u>Stories from Fantasy Setting</u> Analyse how characters respond to events/interact with settings and objects. Use drama techniques to support the children's understanding of the characters and to generate their own ideas. Capture using digital photographs to support future writing outcomes. Identify and display the features of stories with a fantasy setting, particularly focusing on problem and resolution. Children orally compose an adventure narrative through role-play. Use the visual, oral and written ideas previously generated, ensuring the events are organised sequentially into problem and resolution. Include incidental writing opportunities.</p> <p data-bbox="703 983 1989 1190"><u>Stories from a range of cultures</u> Identify and display the features of stories from other cultures. Use language play to orally explore, adapt and invent words, sentences or lines based on patterns in familiar stories. Demonstrate and then children write new sentences based on the patterns explored. Include incidental writing opportunities.</p> <p data-bbox="703 1201 1989 1370"><u>Recounts- Fact and fiction</u> Revisit the features of recounts. Model how to orally compose a recount using language features such as connecting words and appropriate detail. Children orally compose a recount using language features such as connecting words and appropriate detail.</p>

	<p>Use photographs/skeleton plan to support oral versions. Plan, draft, edit, present and review the recounts. Include incidental writing opportunities.</p> <p style="text-align: center;"><u>Poetry on a theme</u></p> <p>Analyse and display features of the poems explored. Collect words and phrases linked to a theme. Provided stimulus and support through first-hand experience and through images, sounds, music, etc. Explore through modelling and shared composition, making up simple couplets and verses based around them. Sometimes use simple models from the immersion phase as a frame for writing. Focus on language choices to further developing children's vocabulary. Build upon earlier work on the senses, and consider what things are actually 'like', as well as more fanciful ideas. Include incidental writing opportunities.</p>
<p style="text-align: center;"><u>Mathematics</u></p>	<p style="text-align: center;"><u>Shape</u></p> <p>See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for example, triangles not always presented on their base). (Reception target) Select, rotate and manipulate shapes for a particular purpose, for example rotating a cylinder so it can be used to build a tower or rotating a puzzle piece to fit in its place. (Reception Target) 1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. 1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</p> <p style="text-align: center;"><u>Number</u></p> <p>1NPV-1 Count within 100, forwards and backwards, starting with any number. 1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. 1AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. 1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers</p>

<u>Science</u>	<p style="text-align: center;"><u>Seasons</u></p> <p style="text-align: center;"><u>Big Question: What is your favourite season and why?</u></p> <p>Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p> <p style="text-align: center;">Can observe changes across the 4 seasons.</p> <p style="text-align: center;">Can describe weather associated with the seasons and how day length changes.</p> <p style="text-align: center;">Can talk about changes in the seasons.</p> <p style="text-align: center;">Know that it is not safe to look at the sun, even when wearing sun glasses.</p>
	<p style="text-align: center;"><u>Scientists and Inventors</u></p> <p style="text-align: center;"><u>Big Question: What do you know about a famous scientist of inventor?</u></p> <p style="text-align: center;">Planning Experiments</p> <p style="text-align: center;">Conducting and recording experiments</p> <p style="text-align: center;">Reporting findings and concluding.</p>
<u>History</u>	<p style="text-align: center;"><u>Kings and Queens</u></p> <p style="text-align: center;"><u>Big Question: What makes a good monarch?</u></p> <p style="text-align: center;">Learn about two British Monarchs.</p> <p>Learn about two significant British monarchs, involving retelling stories from the past and comparing different monarchs.</p> <p style="text-align: center;">Elizabeth I Elizabeth II</p>
<u>Geography</u>	<p style="text-align: center;"><u>Similarities and Differences of Areas</u></p> <p style="text-align: center;"><u>Big Question - Do we all live in a city?</u></p> <p style="text-align: center;">Develop knowledge about their locality and the UK</p> <p style="text-align: center;">Understand and use basic subject specific vocabulary relating to human and physical geography</p> <p style="text-align: center;">Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p style="text-align: center;">Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
<u>Computing</u>	<p style="text-align: center;"><u>Data Collection & Representation using Pictograms</u></p> <p style="text-align: center;">To use technology to collect information</p>

	<p>Sort different kinds of information and present it to others To add information into a pictogram and talk about their findings To talk about the different ways in which data / information can be shown</p>
	<p><u>Unplugged Algorithms</u></p> <p>By the end of unit, pupils should be able to:</p> <ul style="list-style-type: none"> -Give instructions to a friend and follow their instructions to move around a space. <p>Begin to predict what will happen for a short sequence of instructions Understand what an algorithm is and be able to create a simple algorithm.</p> <ul style="list-style-type: none"> -Begin to use software or applications to create movement and patterns on a screen
<u>Art</u>	<p>Nature Sculptures: Can I create a nature sculpture in the style of Andrew Goldsworthy?</p> <p>Sketch natural objects, discuss and create a collage as part of a group, create a symmetrical design, evaluate final designs</p>
<u>Design Technology</u>	<p><u>Can I create a moving object from recycled materials?</u></p> <p>Create a windmill using recycled materials, understand what we can and can not recycle, make a design, build it using a joining technique</p>
<u>Music</u>	<p><u>Sing songs and rhythms</u></p> <ul style="list-style-type: none"> _Play untuned instruments to simple rhythms Perform as part of an ensemble
<u>RHSE</u>	<p><u>Big Question: Can I recognise when a situation is safe or unsafe?</u></p> <p>We are part of God's family; Saying sorry is important and can mend friendships; Jesus cared for others and has expectations of them and how they should act; We should love other people in the same way God loves us.</p> <p>1.2.2.1 - Special People</p>

	<p>To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; The importance of nuclear and wider family; The importance of being close to and trusting special people and telling them if something is troubling them. 1.2.2.2 - Treat Others Well...</p> <p>How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; The characteristics of positive and negative relationships; Different types of teasing and that all bullying is wrong and unacceptable. 1.2.2.3 - ... and Say Sorry</p> <p>To recognise when they have been unkind and say sorry; To recognise when people are being unkind to them and others and how to respond; To know that when we are unkind to others, we hurt God also and should say sorry to him as well; To know that we should forgive like Jesus forgives.</p>
<u>PE</u>	<p style="text-align: center;"><u>Dance</u></p> <p style="text-align: center;">Translate ideas into a dance Perform dances with an awareness of rhythm on their own or in a group. Exploring space. Use different parts of body singly Repeat short dances</p> <p style="text-align: center;"><u>Tennis</u></p> <p style="text-align: center;">_Striking an object in the correct direction using hand eye coordination. Move towards an object Use underarm hitting</p>
<u>Games</u>	<p style="text-align: center;"><u>Athletics</u></p> <p style="text-align: center;">_Running at different speeds and directions. Jumping from a standing position. Throwing a variety of objects with increased accuracy Describe how their bodies feel</p> <p style="text-align: center;"><u>Cricket</u></p> <p style="text-align: center;">Hit the ball with increased accuracy Throw the ball at a target Recognise best techniques for fielding/defending</p>

	Understand where to stand
<u>Spanish</u>	<p><u>Leisure (People who help us/places)</u></p> <p>Use Spanish greetings. [KS1-3] Ask and say what you are called, how you feel, where you live and how old you are. [KS1-2] Name some places in the town and people who help us Count forwards to 20. [KS2-3] Listen and repeat words for places in town and some occupations with accurate pronunciation. [KS1-1] Listen and show understanding of words for places in town and some occupations and give a physical response. [KS1-1] Name places in town and some occupations. [KS1-3] Say yes or no [KS1-3]</p>