



# St Oswald's Catholic Primary School

## Year 5 Summer Overview 2021

<u>Subject Area</u>	<u>Summer</u>
<u>English</u>	Choral & Performance Poetry Myths and Legends Film Narrative - The Piano Instructions Stories from other cultures Dramatic Conventions
<u>Mathematics</u>	Composition & Calculation Factors & Multiples FDP Division
<u>Science</u>	<p><b>Living things and their habitats – Do all life cycles look the same?</b></p> <ul style="list-style-type: none"><li>- Pupils will study and raise questions about their local environment throughout the year.</li><li>- They will observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.</li><li>- They may find out about the work of naturalists and animal behaviourists.</li></ul> <p><b>Animals including humans- How do bodies change as we get older?</b></p> <ul style="list-style-type: none"><li>- Pupils will learn about the stages in the growth and development of humans.</li><li>- They will also learn about the changes that humans experience during puberty.</li></ul>
<u>History Day</u>	<p><b>What does Aztec civilization teach us about our lives today?</b></p> <ul style="list-style-type: none"><li>- The children will recognise some similarities and differences between the Aztec civilisation and other societies; ask and answer questions about the Aztec civilisation by using sources of information</li></ul>

<p><b><u>Geography Day</u></b></p>	<ul style="list-style-type: none"> <li>- <b>What is it like in the Amazon Rainforest?</b></li> <li>- Children will study the rainforest in South America to compare to the UK. Explore what a rainforest is, climate, vegetation, people and settlements of a rainforest</li> </ul>
<p><b><u>Computing</u></b></p>	<p><b>Difference WWW/Internet</b></p> <ul style="list-style-type: none"> <li>- In this unit the children will learn the difference between the WWW and the internet. They will also understand what is meant by IP address.</li> </ul> <p><b>3D Modelling (MGL teaching)</b></p> <ul style="list-style-type: none"> <li>- Children will learn to design models using online CAD software.</li> </ul> <p><i>The following unit of work can be achieved with a catch up day/half day.</i></p> <p><b>Stop Motion Animation</b></p> <ul style="list-style-type: none"> <li>- In this unit the children will learn about all aspects of stop motion animation. They will storyboard their own story before creating their own stop frame animation.</li> </ul>
<p><b><u>Art Day</u></b></p>	<p><b>Can I create a Gaudi inspired sculpture?</b></p> <p>Inspire</p> <ul style="list-style-type: none"> <li>- Children to use sketchbooks to record observations on Antoni Gaudi</li> <li>- Research Gaudi's influence on Barcelona (Park Guell/Sagrada Familia)</li> </ul> <p>Skill</p> <ul style="list-style-type: none"> <li>- Take inspiration from Park Guell benches to create Gaudi-inspired mosaic patterns</li> <li>- Take inspiration from Casa Batllo/Casa Mila to sketch buildings facades</li> </ul> <p>Final Product</p> <ul style="list-style-type: none"> <li>- Use clay to create a 3D clay tile inspired by Gaudi colours and patterns</li> </ul>
<p><b><u>Design Technology Day</u></b></p>	<p>Construction: Shell structures / Computer Aided Design (CAD)</p> <p><b>Can you use a computer programme to design a small Aztec village, using 3D nets?</b></p> <ul style="list-style-type: none"> <li>- To compare Aztec and Modern civilisation. Children to create different aspects of Aztec life using 3D nets, designed on the computer (2Ddesign).</li> <li>- Children need to use a wider range of appropriate material, tools and techniques and to measure and mark out accurately.</li> </ul>

	<ul style="list-style-type: none"> <li>- To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</li> <li>- Children to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>- Understand how key events and individuals in design and technology have helped shape the world</li> </ul>
<b><u>P.E.</u></b>	<p><b>Kwik Cricket</b></p> <ul style="list-style-type: none"> <li>- Use a range of techniques when passing, eg high, low, bounced, fast, slow</li> <li>- Control movement with a ball in opposed situation whilst moving.</li> <li>- Suggest ideas of how to make performance better</li> </ul> <p><b>Gymnastics</b> (Taught by LSSP)</p> <ul style="list-style-type: none"> <li>– Perform actions in a fluent and consistent performance using a wide range of themes <ul style="list-style-type: none"> <li>- Link ideas, skills and techniques with control, precision and fluency when performing basic skills.</li> <li>- Creating and practising their own routines</li> <li>- Describe how to refine, improve and modify performances.</li> <li>-</li> </ul> </li> </ul> <p><i>Catch up curriculum objectives:</i> Jump for height and distance with control and balance, Throw with speed and power and apply appropriate force</p>
<b><u>Music</u></b>	<p><b>Can I compose my own rhythms?</b></p> <p>Make You Feel My Love</p> <ul style="list-style-type: none"> <li>- The children will fluently perform ‘Make You Feel My Love’ with expression, control and accuracy</li> <li>- Listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs</li> <li>- Develop an historical understanding of Adele</li> <li>- Compose on pitched percussion with dynamics.</li> </ul>
<b><u>PSHCE / RSHE</u></b>	<p><b>Module 2, Unit 3 – Keeping Safe</b></p> <p><b>Sharing isn’t always caring</b></p> <ul style="list-style-type: none"> <li>- To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.</li> <li>- How to use technology safely.</li> <li>- That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be</li> </ul>

good or bad for us and others.

- How to report and get help if they encounter inappropriate materials or messages.
- What the term cyberbullying means and examples of it;
- What cyberbullying feels like for the victim;
- How to get help if they experience cyberbullying.
- To judge well what kind of physical contact is acceptable or unacceptable and how to respond.
- That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.
- Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.
- Learn how to make good choices about substances that will have a positive impact on their health.
- Know that our bodies are created by God, so we should take care of them and be careful about what we consume.
- Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco
- Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies
- The recovery position can be used when a person is unconscious but breathing.
- DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.

### **Module 3, Unit 1**

#### **The Trinity**

- To know that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity.
- To know that the Holy Spirit works through us to bring God’s love and goodness to others.
- The principles of Catholic Social Teaching.
- That God formed them out of love, to know and share His love with others.

### **Module 3, Unit 2**

#### **Reaching Out**

- Learn to apply the principles of Catholic Social Teaching to current issues.
- Find ways in which they can spread God’s love in their community.

**MFL**

**What hobbies do I like?**

**Leisure -(hobbies/preferences)**

- Produce hobbies, new technologies and different types of television programmes.
- Ask and answer questions about hobbies.
- Show understanding and recognise different hobbies, new technologies and different types of television programmes.
- Read and recognise the written word and copy words or short sentences containing familiar words.
- Recognise connectives and verbs in the first person.

**Where should I travel to?**

**Summer - (countries & nationalities)**

- Produce countries, nationalities and colours of flags.
- Ask and answer questions about countries and nationalities.
- Show understanding of the agreement of adjectives with nationalities.
- Read and recognise the written word regarding countries and nationalities.
- Recall colours.