



St Oswald's Catholic Primary School

Year Summer Overview 2020 -2021

<u>Subject Area</u>	<u>SUMMER</u>
<u>English</u>	<u>Summer 1</u> Stories with historical settings Formal persuasive text <u>Summer 2</u> Magazines Poetry: Exploring Form
<u>Mathematics</u>	<u>Summer 1</u> Number: Fractions, geometry, decimals <u>Summer 2</u> Number: Decimals, money, time, problem solving

<p><u>Science</u></p>	<p>Living things and their habitats</p> <p>What plants and animals live in our local environments?</p> <p>Pupils will use the local environment to help them to identify and study plants and animals in their habitat. They will identify how the habitat changes throughout the year. Pupils will explore possible ways of grouping a wide selection of living things.</p> <p>Pupils will also explore examples of human impact (both positive and negative) on environments.</p>	<p>Electricity</p> <p>Can we control electricity?</p> <p>Pupils will construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils will draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in Year 6.</p>
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<p><u>History</u></p>	<p>History Day Summer 1 - Riotous Royals</p> <p>Can you compare and contrast two monarchs and how they reigned and behaved?</p> <p>The children will look at how monarchy has changed focusing on the changing power of two monarchs and how these leaders affected the formation of Great Britain; Explain how different monarchs reigned and behaved. (Queen Victoria and Henry VIII)</p>	
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<p><u>Geography</u></p>		<p>Geography Day Summer 2 - Renewable Energy Big Question - What is renewable energy and why is it important?</p> <p>Using maps and GIS, describe and understand key aspects of human geography including the distribution of natural resources including energy.</p>
<p><u>Computing</u></p>	<p>Networks and Online Services SU 1 - Understand what a network is and the parts of the local network in our school (Computer Science) and what a good password looks like (Digital Literacy)</p> <p><i>Creating a Video SP 2</i> <i>Pupils create their own videos and apply special effects to them (Information Technology) . Learn how photos/videos can be edited online for advertisement (Digital Literacy).</i></p>	<p>Coding with Scratch SP 1 Pupils create a game using repeat loops.</p>

<p><u>Art</u></p>	<p>Art Day Summer 1 - Can I create a sculpture in motion?</p> <p>Inspire</p> <p>Children to use sketchbooks to record line drawings of human form in different position. Take inspiration from Peter Jansen 'Runner' to create a motion sculpture out of paper</p> <p>Skill</p> <p>Use shading on an existing sketch to create shadows. Sketch an initial idea for a 3D sculpture and create a template</p> <p>Final Product</p> <p>Take inspiration from Peter Jansen 'Runner' to create a motion sculpture out of paper using a template</p>	
<p><u>Design Technology</u></p>		<p>DT Day Summer 2 - Computer Programming</p> <p>Can I design and create a nightlight using a computer programme?</p> <p>Use a computer-programming app (Crumble) to create an electrical system for a nightlight. Children are to use simple circuits and switches including programming and controlling. Children to understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors). Apply understanding of computing to program, monitor and control their products.</p>

		Children to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.
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<u>PE</u>	<p>Kwik Cricket- Strike a ball with intent and throw it more accurately when bowling and/or fielding, Use a range of skills with increasing control, Understand and effectively position themselves to impact the game</p> <p>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. Show sensitivity to dance ideas Understand warm up/cool down</p>	<p>Rounders - Strike a ball with intent and throw it more accurately when bowling and/or fielding Striking with accuracy Fielding- throwing and catching with control and accuracy</p> <p>Athletics - Show controlled movements and body actions in response to specific instructions. Jump for height and distance with control and balance, Throw with speed and power and apply appropriate force. Run at speed appropriate to the distance I am running.</p>
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<u>Music</u>	<p>Which dynamics sound best in my performance? 'Blackbird'</p> <p>The children will fluently perform with control and accuracy, recognise the tempo, dynamics and instruments of related songs, develop an historical understanding of gospel music, improvise on percussion/glockenspiels with dynamics.</p>	
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<p><u>MFL</u></p>	<p>What do I do in my spare time?</p> <p>Leisure - (sports & hobbies)</p> <p>-To produce sports. To ask and say which sports you play or do and produce days of the week. To produce sentences using different verbs and hobbies.</p>	<p>What's on the menu?</p> <p>Summer – (drinks & snacks)</p> <p>-To repeat, recognise and produce hot and cold drinks and snacks. Ask for an item of food or drink. Listen and recognise how much an item costs. Ask and say how much an item costs in euros. Create a menu of drinks and snacks including prices.</p>
<p><u>RE</u></p>	<p><u>Self – Discipline</u></p> <p><u>'Is Self discipline important in life?</u></p> <p>Lent is part of the Liturgical Year when people unite themselves with Christ in order to grow in self-discipline through the practices of prayer, fasting and almsgiving. We celebrate growth of new life in Christ, in preparation for the feast of Easter.</p> <p><u>New Life</u></p> <p><u>What's so important about new life?</u></p> <p>On the day of Pentecost, the Apostles spoke to the gathered people in the power of the Spirit. St. Paul continued this work and we continue it today.</p> <p><u>Building Bridges</u></p> <p><u>Why are bridge-builders important in life?</u></p> <p>In order for bridges to be built, a person has to acknowledge wrongdoing, so as to be reconciled to others and to God. This can be formally celebrated in the Sacrament of Reconciliation.</p> <p><u>God's People</u></p> <p><u>Why do some people do extraordinary things?</u></p> <p>A four week unit of work about God's people to use in CAFOD's Universal Church topic.</p>	

RHSE

Summer 1

Module 2: Created to Love Others

Explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

Unit 1 – Religious Understanding tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us.

Unit 3 Keeping Safe

Incorporates some of the excellent NSPCC Share Aware resources, as well as teaching on bullying and physical, emotional and sexual abuse through a series of animated stories. Through the animated expert Dr Datfa, children will also learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older. The final session of the Module explores in more detail what to do in emergency situations.

Summer 2

Module 3: Created to Live in Community

Explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

Unit 1 – Religious Understanding

Explores in greater detail the community aspect of the Trinity and encourages children to think about what the Trinity means to them and how as they were made in God's image, they too are created to live in community.

Unit 2 – Living in the Wider World

Children will learn some of the principles of Catholic Social Teaching from *Together For The Common Good*, which will help them to live in communities in the way God intends. Teaching includes the common good, the human person, social relationships and stewardship.