



St Oswald's Catholic Primary School

Year 5 Autumn Overview 2021-22

<u>Subject Area</u>	<u>Autumn</u>		
<p align="center">R.E.</p>	<p>Who am I? Ourselves</p> <p>Know and understand: A deepening awareness of 'Who I am' – <i>Explore</i> Ourselves as made in the image and likeness of God – <i>Reveal</i> Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p>	<p>Is commitment important? Life choices</p> <p>Know and understand: Showing care and commitment – <i>Explore</i> The call to life and love within the community; marriage – <i>Reveal</i> Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p>	<p>What does it mean to live in hope? Hope</p> <p>Know and understand: Waiting hopefully – <i>Explore</i> Advent is the Church's season of waiting in joyful hope for the coming of Jesus, the promised One, at Christmas and at the end of time – <i>Reveal</i> Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p> <p><i>Other faiths week: Judaism</i></p>
<p align="center">English</p>	<p>Instructions Older Literature (The Selfish Giant)</p>		<p>Stories from Other Cultures Significant Authors (Macbeth)</p>
<p align="center">Mathematics</p>	<p>Place Value Addition & Subtraction</p>		<p>Multiplication & Division Perimeter & Area</p>
<p align="center">Science</p>	<p>Sun, Earth and Moon; what is moving? Earth and Space</p> <p>Pupils will be introduced to a model of the Sun and Earth that enables them to explain day and night. Pupils will learn that the Sun is a star at the centre of our solar system and</p>		<p>How do things move? Forces</p> <p>During this topic, pupils can explore falling objects and raise questions about the effects of air resistance. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on</p>



	<p>that it has eight planets. They should understand that a moon is a celestial body that orbits a planet. Pupils will also find out about the way that ideas about the solar system have developed.</p>	<p>movement and find out how it slows or stops moving objects. Pupils will also explore the effects of levers, pulleys and simple machines on movement.</p>
Computing	<p>Can I use excel to create and search a database? Create/Search Database</p> <p>In this unit the children will use Excel to create and search a database.</p>	<p>Can I explore using If and If else statements, including other programming language using Scratch? If and If else statements</p> <p>Children will be introduced to If and if else statements in Scratch or similar programming language.</p>
PE	<p>Swimming</p> <p>Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, and survival skills, Swim competently, confidently and proficiently over a distance of at least 25 metres,</p>	<p>Swimming</p> <p>Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges Perform self-rescue in different water-based situations</p>
Games	<p>Tag Rugby</p> <p>Travel with a ball showing changes of speed and directions using either foot or hand. Intercept a moving ball Control and catch a ball and accurately pass whilst moving. Move with a ball in opposed situations towards the opposition Teach the rules to a partner</p>	<p>Basketball/Netball</p> <p>Travel with a ball showing changes of speed and directions using either foot or hand, Control and catch a ball and accurately pass whilst moving. Develop own game and teach rules Understand tactics and positioning to help move towards opposition goal Identify tactics that present opportunities to score.</p>
MFL	<p>Doctor, can you help me? Body parts, illnesses, family – (describing ailments)</p> <p>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</p> <p>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>



<p>RSHE</p>	<p>A Journey in Love: God Loves Us in Our Changing and Developing Section 1: Social and Emotional To show knowledge and understanding of emotional relationship changes as we grow and develop</p> <p><i>Wellbeing week</i> <i>Black History Month</i></p>	<p><i>Life to the full:</i> Created and loved by God: Religious Understanding Story Sessions: Made to Grow (Kester’s Adventures)</p> <p>Created and loved by God: Me, my body, my health Session 1: Gifts and Talents Session 2: Girl’s Bodies Session 3: Boy’s Bodies Session 4: Spots and sleep</p> <p><i>Anti-Bullying week</i> <i>Road safety</i> <i>Schools parliament</i></p>
<p>History</p>	<p>What was the impact of the Transatlantic trade on Liverpool? The Slave Trade</p> <p>As Historians, the children will be studying Liverpool and our city’s links to the Trans-Atlantic Slave Trade. The children will build upon their understanding of chronology and understand how Liverpool has changed over time.</p>	
<p>Geography</p>	<p>How does water go round and round? Water</p> <p>Children will name and locate (some of) the UK’s most significant rivers and mountain environments. They will describe features of a river and mountain environment in the UK, learning how rivers and mountains are formed. They children will use this knowledge to understand where rivers and mountains fit into the water cycle.</p>	
<p>Art</p>	<p>Can I create a portrait inspired by Gustav Klimt? Gustav Klimt</p> <p><i>Inspire</i> 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. <i>Skill</i> Varied texture to convey light and shade (dotting/cross hatch) Collage materials to create a Klimt-inspired background</p>	



	<p><i>Final Product</i> Children 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> <p><i>Must cover skills – Drawing, colour</i></p>
Design Technology	<p>Can you make a savoury African dish? Cooking & Nutrition</p> <p>To understand and apply the principles of a healthy and varied diet To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Children will prepare and cook a variety of dishes using a range of cooking techniques focusing on recipes using food traded from slave trade e.g. rice.</p>
Music	<p>Can I use musical vocabulary when describing music? Living On a Prayer</p> <p>The children will fluently perform 'Living On a Prayer' with expression, control and accuracy, listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs, develop an understanding of this songs place in history, compose on pitched percussion with dynamics. Learn simple staff notation.</p>