



**St Oswald's Catholic Primary School**

**Year Summer Overview 2022**

<b><u>Subject Area</u></b>	<b><u>SUMMER</u></b>
<b><u>English</u></b>	<b><u>Summer 1</u></b> Stories with historical settings Magazines <b><u>Summer 2</u></b> Formal persuasive texts Poetry: Exploring Form
<b><u>Mathematics</u></b>	<b><u>Summer 1</u></b> Number: Decimals, Measurement - money and time <b><u>Summer 2</u></b> Number: Statistics, Geometry - Properties of shape, position and direction

<p><b><u>Science</u></b></p>	<p><b>Electricity</b></p> <p><b>Can we control electricity?</b></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>	<p><b>Working Scientifically</b></p> <p>Children will complete focused assessments (using TAPS) in order to revisit and assess their science knowledge and progress.</p> <p>The activities are designed to assess what they can do and what they can remember from this year's learning in science.</p>
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<p><b><u>History</u></b></p>	<p><b>Riotous Royals</b></p> <p><b>Can you compare and contrast two monarchs and how they reigned and behaved?</b></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><b><u>Geography</u></b></p>		<p><b>Renewable Energy</b></p> <p>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><b><u>Computing</u></b></p>	<p><b>Networks and Online Services SU 1 -</b></p> <p>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><b><i>Creating a Video SP 2</i></b></p> <p><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><b>Coding with Scratch SP 1</b></p> <p>Pupils create a game using repeat loops.</p>

<p><b><u>Art</u></b></p>	<p style="text-align: center;"><b>Can I create a sculpture in motion?</b></p> <p><b>Inspire</b></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><b>Skill</b></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><b>Final Product</b></p> <p>Take inspiration from Peter Jansen 'Runner' to create a motion sculpture out of paper using a template</p>	
<p><b><u>Design Technology</u></b></p>		<p><b>Computer Programming</b></p> <p style="text-align: center;"><b>Can I design and create a nightlight using a computer programme?</b></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</p>

		<p>understanding of computing to program, monitor and control their products.</p> <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.</p>
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<p><u>PE</u></p>	<p><b>Rounders</b> - 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><b>Dance</b> - 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><b>Kwik Cricket</b>- 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><b>Athletics</b> - 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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<p><u>Music</u></p>	<p><b>Which dynamics sound best in my performance?</b> Blackbird The children will fluently perform with control and accuracy, recognise the tempo, dynamics and instruments of related</p>
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	<p>songs, develop an historical understanding of gospel music, improvise on percussion/glockenspiels with dynamics.</p>	
<p><b><u>MFL</u></b></p>	<p><b>What do I do in my spare time?</b></p> <p><b>Leisure - (sports &amp; hobbies)</b></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><b>What's on the menu?</b></p> <p><b>Summer – (drinks &amp; snacks)</b></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>