



**St Oswald's Catholic Primary School**

**Year 5 Autumn Overview 2022-2023**

| <b>Subject Area</b> | <b>Autumn</b>  |   |
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| <b>English</b>      | <b>1 – Instructions</b><br><b>2 – Older Literature (The Selfish Giant)</b>   | <b>3 – Stories from Other Cultures</b><br><b>4 – Significant Authors - Macbeth</b>  |
| <b>Mathematics</b>  | <b>1 – Place Value</b><br><b>2- Addition and subtraction</b><br><b>3 – Multiplication and division</b>   |   |
| <b>Science</b>      | <b>1 - Earth and Space</b><br>- What shape is the Earth and why do you think all planets are this shape?<br>-describe the movement of the Earth, and other planets, relative to the Sun in the solar system -describe the movement of the Moon relative to the Earth -describe the Sun, Earth and Moon as approximately spherical bodies -use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. | <b>2 – Forces</b><br>In what direction does an object usually fall when you drop it and why is this?- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object-identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect |
| <b>History</b>      | <b>2 – The Slave Trade</b><br>- What was the impact of the Trans-Atlantic trade on Liverpool?<br>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.   |   |
| <b>Geography</b>    | <b>1 – Water</b><br>- How does water go round and round?<br>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.  |   |
| <b>Art</b>          | <b>1 – Gustav Klimt</b><br>- Can I create a portrait inspired by Gustav Klimt?<br>As Artists, the children will study the life and work of the artist, Gustav Klimt with a focus on developing the use of different media-paint, pastel, collage, use of gold digital art fabric collage. The children will produce a final product of a clay tile in the style of Tree of Life from Mexico.   |   |

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| <b><u>Design Technology</u></b> | <b>2 - Cooking and Nutrition</b><br><b>Can you make a savoury African dish?</b><br>Children will be taught 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 . They 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. |  |
| <b><u>Music</u></b>             | <b>2- Living On a Prayer</b><br>- <b>Can I use musical vocabulary when describing music?</b><br>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 historical understanding of the song, compose on pitched percussion with dynamics.  |  |
| <b><u>RSHE/PSHE</u></b>         | <b>1 – Start of year (Class charter, mission statement)</b><br><br><b>Journey in love</b><br><br><b>Lesson 1 – Changes in our bodies</b><br><b>Lesson 2 – Sexual development</b>   | <b>2 – Life to the full</b><br><br><b>Created and loved by God</b>   |
| <b><u>MFL</u></b>               | <b>1 - Body parts, illnesses, family – (describing ailments) – bought in service</b><br>- <b>Doctor, can you help me?</b><br>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.   | <b>2 – Clothing, time</b><br>- <b>What should I wear?</b><br>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. |
| <b><u>Computing</u></b>         | <b>Create/Search Database</b><br>- <b>Can I use excel to create and search a database?</b><br><b>Create/Search Database?</b><br>In this unit the children will use Excel to create and search a database.  | <b>If and If else statements</b><br>- <b>Can I explore using If and If else statements, including other programming language using Scratch?</b><br>Children will be introduced to If and if else statements in Scratch or similar programming language.  |
| <b><u>PE</u></b>                | <b>1. Swimming-</b>  | <b>2. Swimming-</b>  |

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|                     | 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,   | 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  |
| <b><u>Games</u></b> | <p><b>1 – Tag Rugby</b><br/> Travel with a ball showing changes of speed and directions using either foot or hand, Use a range of techniques when passing, eg high, low, bounced, fast, slow, Hit the ball with purpose, varying speed, height and direction, Hit the ball from both sides of the body, Judge how far they can run to score points<br/> Throwing / Catching<br/> [Dribbling and feinting using various balls]<br/> Control and catch a ball and accurately pass whilst moving.<br/> Take part in conditioned game with understanding of tactics and rules.<br/> Move with a ball in opposed situations.<br/> Understand/use principles of warm up and why exercise is good for health.</p> | <p><b>2 – Basketball/Netball</b><br/> Travel with a ball showing changes of speed and directions using either foot or hand, Use a range of techniques when passing, eg high, low, bounced, fast, slow, Hit the ball with purpose, varying speed, height and direction, Hit the ball from both sides of the body, Judge how far they can run to score points<br/> Throwing / Catching<br/> [Dribbling and feinting using various balls]<br/> Control and catch a ball and accurately pass whilst moving.<br/> Take part in conditioned game with understanding of tactics and rules.<br/> Move with a ball in opposed situations.<br/> Understand/use principles of warm up and why exercise is good for health.</p> |