



**St Oswald's Catholic Primary School**

**Year Summer Overview 2022 - 2023**

<b><u>Subject Area</u></b>	<b><u>Summer</u></b>		
<b><u>R.E.</u></b>	<b>PENTECOST – SERVING: HOLIDAYS &amp; HOLYDAYS</b> <b>Do we need holidays and Holydays?</b>  Know and understand: Holidays as days to be happy – <b>Explore</b> Pentecost; a holy day – the feast of the Holy Spirit – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b>	<b>RECONCILIATION – INTER-RELATING: BEING SORRY</b> <b>Why should we be sorry?</b>  Know and understand: We have choice – sometimes we choose well, and sometimes wrongly – <b>Explore</b> God helps us to choose well and to be sorry. God forgives us – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b>	<b>Universal Church Neighbours</b> <b>Who is my neighbour?</b>  Know and understand: Neighbours all around – <b>Explore</b> Everyone is our neighbour and is loved by God – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b>
<b><u>English</u></b>	<b><u>RWI</u></b>  <b><u>Independent Writing</u></b>	<b><u>RWI</u></b>  <b><u>Independent Writing</u></b>	
<b><u>Mathematics</u></b>	<b><u>Number : Multiplication and Division</u></b> count in multiples of tens <b>(1NF-2)</b> <ul style="list-style-type: none"><li>• solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li><li>• identify and represent numbers using objects and pictorial representations including the number line</li></ul>	<b><u>Geometry : Position and direction</u></b> <ul style="list-style-type: none"><li>• describe position, direction and movement, including whole, half, quarter and three-quarter turns</li></ul> <b><u>Number : Place Value ( within 100)</u></b> <ul style="list-style-type: none"><li>• Counting forwards and backwards within 100</li><li>• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li></ul>	

	<p><b><u>Number : Fractions</u></b></p> <ul style="list-style-type: none"> <li>• recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul> <p><b><u>Measurement: length, height, weight and volume</u></b></p> <ul style="list-style-type: none"> <li>• Compare, describe and solve practical problems for lengths and height, mass/ weight, capacity and volume, time</li> </ul>	<ul style="list-style-type: none"> <li>• count, read and write numbers to 100 in numerals;</li> </ul> <p><b><u>Measurement : Money</u></b></p> <ul style="list-style-type: none"> <li>• recognise and know the value of different denominations of coins and notes</li> </ul> <p><b><u>Measurement : Time</u></b></p> <ul style="list-style-type: none"> <li>• sequence events in chronological order using language</li> <li>• recognise and use language relating to dates, including days of the week, weeks, months and years</li> </ul>
<b><u>Science</u></b>	<p><b><u>Seasons</u></b></p> <p><b><u>What is your favourite season and why?</u></b></p> <p>Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p> <p>Can observe changes across the 4 seasons.</p> <p>Can describe weather associated with the seasons and how day length changes.</p> <p>Can talk about changes in the seasons.</p> <p>Know that it is not safe to look at the sun, even when wearing sun glasses.</p>	<p><b><u>Scientists and Inventors</u></b></p> <p><b><u>What do you know about a famous scientist of inventor?</u></b></p> <p>Planning Experiments Conducting and recording experiments Reporting findings and concluding.</p>
<b><u>Geography</u></b>	<p><b><u>Similarities and Differences of Areas</u></b></p> <p><b><u>What is the UK?</u></b></p> <p>Children will name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Using aerial photographs, children will recognise landmarks and features of the UK.</p> <p>Children will identify seasonal and daily weather patterns in the UK.</p>	

<b><u>Computing</u></b>	<b><u>Data Collection &amp; Representation using Pictograms</u></b> <b><u>Can I create a pictogram?</u></b> To use technology to collect information Sort different kinds of information and present it to others to add information into a pictogram and talk about their findings To talk about the different ways in which data / information can be shown	<b><u>Presenting Information</u></b> <b><u>Can I present information using different sources?</u></b> To use a range of apps and programmes on the iPad or chrome books to display and present information
<b><u>Art</u></b>	<b><u>Nature Sculptures</u></b> <b><u>Can I create a nature sculpture in the style of Andrew Goldsworthy?</u></b> Sketch natural objects, discuss and create a collage as part of a group, create a symmetrical design, evaluate final designs	
<b><u>Design Technology</u></b>	<b><u>Moving objects</u></b> <b><u>Can I create a moving object from recycled materials?</u></b> Create a windmill using recycled materials, understand what we can and can not recycle, make a design, build it using a joining technique	
<b><u>Music</u></b>	<b><u>Percussion Instruments</u></b> <b><u>Can I choose which percussion instrument goes best with a song?</u></b>  Children should be able to sing songs, chants and rhymes from memory as well as following simple visual directions and copying and inventing rhythmic patterns using body percussion. Children should be able to convey these ideas using graphic notation to guide singing and playing as well as creating musical sound effects in response to a stimulus. Children should be able to respond pulse in recorded music as well as creating and performing their own compositions in an ensemble group.	
<b><u>RHSE</u></b>	<b><u>Life to the Full</u></b> <b>Module 2: Created to Love Others</b> <b>Unit 3 Keeping Safe</b> Session 1: Sharing online Session 2: Chatting online	<b><u>Life to the Full</u></b> <b>Module 3: Created to Live in Community</b> <b>Unit 1 Religious Understanding</b> Session 1: A community of love Session 2: What is the church?

	<p>Session 3: Safe in my body Session 4: Drugs, alcohol and tobacco Session 5: First Aid heroes</p> <p><b><u>A Journey in Love:</u></b> <b><u>We Meet God's Love in the Community</u></b> <b>Section 3: Spiritual</b> LI: To celebrate ways of meeting God in our communities</p>	<p><b>Module 3: Created to Live in Community</b> <b>Unit 2 Living in the wider world</b> Session 3: How do I love others?</p> <p><b><u>Additional PHSE not included in Life to the Full</u></b> Health and Fitness Week Enterprise Week</p>
<b><u>PE</u></b>	<b><u>Skoot School</u></b> <b>(bought in service)</b>	<b><u>Athletics</u></b> _ Running at different speeds and directions. Jumping from a standing position. Throwing a variety of objects with increased accuracy Describe how their bodies feel
<b><u>Games</u></b>	<b><u>Tennis</u></b> Striking an object in the correct direction using hand eye coordination. Move towards an object Use underarm hitting	<b><u>Cricket</u></b> <b>(Taught by LSSP)</b> Hit the ball with increased accuracy Throw the ball at a target Recognise best techniques for fielding/defending Understand where to stand