



**St Oswald's Catholic Primary School**

**Year 5 Summer Overview 2022-2023**

<b><u>Subject Area</u></b>	<b><u>Summer</u></b>		
<b><u>RE</u></b>	<b>1 - Transformation</b> - <b>How can energy transform?</b>  Children will be able to make links to show how feelings and beliefs about the use of transforming energy affects their behaviour and that of others. They will be able to compare their own and other people's ideas about questions that are difficult to answer about transforming energy and its uses.	<b>1 - Freedom &amp; responsibility</b> - <b>How do rules bring freedom?</b>  Children will be able to make links to show how feelings and beliefs about the relationship of freedom and responsibility affect their behaviour and that of others. They will be able to compare their own and other people's ideas about questions concerning the use of freedom and responsibility.	<b>2 - Stewardship</b> - <b>Can I be a steward?</b>  Children will be able to make links to show how feelings and beliefs about care for the earth affect their own behaviour and that of others. Children will be able to compare their own and other peoples' ideas about questions that are difficult to answer concerning their stewardship of the earth.
<b><u>English</u></b>	<b>1 – Myths and Ledgends</b> <b>2 – Persuasive writing</b>	<b>3 – Recounts</b> <b>4 – Choral and Performance Poetry</b>	
<b><u>Mathematics</u></b>	<b>Geometry</b> : Shape, position and direcetion <b>Number</b> : Decimals	<b>Number</b> : Negative numbers <b>Measurment</b> : Converting units and volumes	
<b><u>Science</u></b>	<b>1 – Animals including Humans</b> - <b>How do our bodies change as we get older?</b>  Pupils will learn about the stages in the growth and development of humans.	<b>2 – Changes of materials</b> - <b>Can we change materials?</b> <b>(part 2) Focused assessments</b>  Children will complete focused assessments (using TAPS) in order to revisit and assess their science knowledge and progress. The activities	

	They will also learn about the changes that humans experience during puberty.	are designed to assess what they can do and what they can remember from this year's learning in science.
<u>History</u>	<p><b>2 – The Aztecs</b></p> <ul style="list-style-type: none"> <li>- <b>What does Aztec Civilization teach us about our lives today?</b></li> </ul> <p>The children will recognise some similarities and differences between the Aztec civilisation and other societies; ask and answer questions about the Aztec civilisation by using sources of information</p>	
<u>Geography</u>	<p><b>1 – The Amazon</b></p> <ul style="list-style-type: none"> <li>- <b>What is it like in the Amazon rainforest?</b></li> </ul> <p>Children will study the rainforest in South America to compare to the UK. Explore what a rainforest is, climate, vegetation, people and settlements of a rainforest</p>	
<u>Art</u>	<p><b>1 - Gaudi</b></p> <ul style="list-style-type: none"> <li>- <b>Can I create a Gaudi inspired sculpture?</b></li> </ul> <p>Inspire Children to use sketchbooks to record observations on Antoni Gaudi Research Gaudi's influence on Barcelona (Park Guell/Sagrada Familia) Skill Take inspiration from Park Guell benches to create Gaudi-inspired mosaic patterns Take inspiration from Casa Batllo/Casa Mila to sketch buildings facades Final Product Use clay to create a 3D clay tile inspired by Gaudi colours and patterns.</p> <p>Must cover skills – colour, texture, sculpture, drawing</p>	
<u>Design Technology</u>	<p><b>2 - Construction: shell structures/Computer Aided Design (CAD)</b></p> <ul style="list-style-type: none"> <li>- <b>Can you use a computer programme to design a small Aztec village using 3D nets?</b></li> </ul> <p>To compare Aztec and Modern civilisation. Children to create different aspects of Aztec life using 3D nets, designed on the computer</p>	

	<p>(2Ddesign). Children need to use a wider range of appropriate material, tools and techniques and to measure and mark out accurately. To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</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>	
<u>Music</u>	<p><b>1 – Make you feel my love</b>  - <b>Can I compose my own rhythms?</b></p> <p>The children will fluently perform ‘Make You Feel My Love’ with expression, control and accuracy  Listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs  Develop an historical understanding of Adele  Compose on pitched percussion with dynamics.</p>	
<u>RSHE</u>	<p><b>1 - Life to the Full</b>  - <b>Module 2: Created to Love Others</b></p> <p>Unit 3 Keeping Safe  Session 1: Sharing Online  Session 2: Chatting Online  Session 3: Physical Contact</p> <p>A Journey in Love: God Loves Us in Our Changing and Developing  Section 3: Spiritual LI: To celebrate the joy of growing physically and spiritually</p>	<p><b>1 - Life to the Full</b>  - <b>Module 3: Created to Live in Community</b></p> <p>Unit 1 Religious Understanding  Session 1: Trinity House  Session 2: Catholic Social Teaching</p> <p>Module 3: Created to Live in Community  Unit 2 Living in the Wider World  Session 1: Reaching Out Additional PHSE elements not included in Life to the Full Health and Fitness Week Enterprise Week</p>
<u>MFL</u>	<p><b>1- Leisure -(hobbies/preferences</b>  - <b>What hobbies do I like?</b></p> <p>Produce hobbies, new technologies and different types of television programmes.  Ask and answer questions about hobbies.</p>	<p><b>2 – Summer - (countries &amp; nationalities)</b>  - <b>Where should I travel to?</b></p> <p>Produce countries, nationalities and colours of flags.  Ask and answer questions about countries and nationalities.</p>

	<p>Show understanding and recognise different hobbies, new technologies and different types of television programmes. Read and recognise the written word and copy words or short sentences containing familiar words. Recognise connectives and verbs in the first person.</p>	<p>Show understanding of the agreement of adjectives with nationalities. Read and recognise the written word regarding countries and nationalities. Recall colours.</p>
<u>Computing</u>	<p><b>1 - Difference WWW/Internet</b></p> <ul style="list-style-type: none"> <li>- <b>Can I describe the differences between the World Wide Web and the Internet?</b></li> </ul> <p>In this unit the children will learn the difference between the WWW and the internet. They will also understand what is meant by IP address.</p>	<p><b>2 – 3D Modelling</b></p> <ul style="list-style-type: none"> <li>- <b>Can I use CAD to create a 3D model?</b></li> </ul> <p>Children will learn to design models using online CAD software.</p>
<u>PE</u>	<p><b>1 – Athletics</b></p> <p>Develop skills from the 3 main aspects of athletics – running, jumping and throwing Demonstrate accuracy and technique in a range of throwing and jumping actions. Identify and explain good athletic performance.</p>	<p><b>2 – Athletics</b></p> <p>Use running, jumping and throwing; investigate in small groups different ways of performing these activities Improve running technique at different speeds. Lead small groups for warm ups</p>
<u>Games</u>	<p><b>1 – Kwik Cricikett (LSSP bought in service)</b></p> <p>Use a range of techniques when passing, eg high, low, bounced, fast, slow Control movement with a ball in opposed situation whilst moving. Suggest ideas of how to make performance better</p>	<p><b>2 – Rounders</b></p> <p>Hit the ball with purpose, varying speed, height and direction Continue to control movement with a ball in opposed situation whilst moving. Combine accurate passing skills/ techniques in a game</p>