



**St Oswald's Catholic Primary School**

**Year Summer Overview 2023 - 2024**

<b><u>Subject Area</u></b>	<b><u>Summer</u></b>		
<p align="center"><b><u>R.E.</u></b></p>	<p align="center"><b>PENTECOST – SERVING: HOLIDAYS &amp; HOLYDAYS</b></p> <p align="center"><b>Do we need holidays and Holydays?</b></p> <p>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></p>	<p align="center"><b>RECONCILIATION – INTER-RELATING: BEING SORRY</b></p> <p align="center"><b>Why should we be sorry?</b></p> <p>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></p>	<p align="center"><b>Universal Church Neighbours</b></p> <p align="center"><b>Who is my neighbour?</b></p> <p>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></p>
<p align="center"><b><u>English</u></b></p>	<p>5 days RWI speed sounds and storybook session per week 1 day per week speed sounds and a SPAG lesson 1 day per week speed sounds and extended writing 1 day per week speed sounds and comprehension 1 day per week speed sounds and editing</p>		<p>5 days RWI speed sounds and storybook session per week 1 day per week speed sounds and a SPAG lesson 1 day per week speed sounds and extended writing 1 day per week speed sounds and comprehension 1 day per week speed sounds and editing</p>
<p align="center"><b><u>Mathematics</u></b></p>	<p align="center"><b><u>Number: Multiplication and Division</u></b></p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s 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</p> <p align="center"><b><u>Number: Fractions</u></b></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p align="center"><b><u>Geometry: Position and Direction</u></b></p>		<p align="center"><b><u>Number: Place Value</u></b></p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals; Count in multiples of 10 Given a number, identify 1 more and 1 less Identify and represent numbers using objects and pictorial representations including the number line</p> <p align="center"><b><u>Measurement: Money and Time</u></b></p> <p>Recognise and know the value of different denominations of coins and notes Measure and begin to record the following: time (hours, minutes, seconds)</p>

	Describe position, direction and movement, including whole, half, quarter and three-quarter turns Use ordinal numbers to describe order Sequence events in chronological order using language	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
<b><u>Science</u></b>	<p align="center"><b><u>Seasons</u></b></p> <p align="center"><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 align="center"><b><u>Scientists and Inventors</u></b></p> <p align="center"><b><u>What do you know about a famous scientist or inventor?</u></b></p> <p align="center">Planning Experiments Conducting and recording experiments Reporting findings and concluding.</p>
<b><u>Geography</u></b>	<p align="center"><b><u>Similarities and Differences of Areas</u></b></p> <p align="center"><b><u>What is the UK?</u></b></p> <p align="center">Children will name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom. Using aerial photographs, children will recognise landmarks and features of the UK. Children will identify seasonal and daily weather patterns in the UK.</p>	
<b><u>Computing</u></b>	<p align="center"><b><u>Data Collection &amp; Representation using Pictograms</u></b></p> <p align="center"><b><u>Can I create a pictogram?</u></b></p> <p>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</p>	<p align="center"><b><u>Producing digital media</u></b></p> <p align="center"><b><u>Can I present information using different sources?</u></b></p> <p>To use a range of apps and programmes on the iPad or chrome books to display and present information</p>
<b><u>Art</u></b>	<p align="center"><b><u>Nature Sculptures</u></b></p> <p align="center"><b><u>Can I create a nature sculpture in the style of Andrew Goldsworthy?</u></b></p>	

	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>	<p align="center"><b><u>Moving objects</u></b></p> <p align="center"><b><u>Can you design and construct a 3D model of a windmill, using recyclable materials?</u></b></p> <p align="center">Create a windmill using recycled materials, understand what we can and can not recycle, make a design, build it using a joining technique</p>	
<b><u>Music</u></b>	<p align="center"><b><u>How can I change my expression when singing to convey meaning?</u></b></p> <p align="center">Rhythm in the way the children walk The children will perform 'Rhythm in the way The children walk' with fluency and expression, listen and comment on other songs, play unpitched instruments with dynamics.</p>	
<b><u>RHSE</u></b>	<p><b><u>Life to the Full</u></b>  <b>Module 2: Created to Love Others</b>  <b>Unit 4 Keeping Safe</b>  Session 1: Good and Bad Secrets  Session 2: Physical Contact  Session 3: Harmful Substances  Session 4: Can You Help me (Part 1)  Session 5: Can You Help Me (Part 2)</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><u>Life to the Full</u></b>  <b>Module 3: Created to Live in Community</b>  <b>Unit 1 Religious Understanding</b>  Session 1: Three In One  Session 2: Who Is My Neighbour?  <b>Module 3: Created to Live in Community</b>  <b>Unit 2 Living in the wider world</b>  Session 3: The Communities We Live In</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>	<p><b><u>Yoga</u></b>  I can recognise how yoga makes me both feel physically and mentally.  I can remember and repeat actions, linking poses together.  I can say what I liked about someone else's flow.  I can show an awareness of space when travelling.  I can work with others to create poses.</p>	<p><b><u>Net &amp; Wall</u></b>  I can hit a ball using a racket.  I can throw a ball to land over the net and into the court area.  I can track balls and other equipment sent to me.  I can use a ready position to move to the ball.  I know how to score points.  I recognise changes in my body when I do exercise.  I show honesty and fair play when playing against an opponent.</p>

<p><b><u>Games</u></b></p>	<p><b><u>Sending &amp; Receiving</u></b></p> <p>I am beginning to send and receive a ball with my feet.</p> <p>I can catch a ball with some success.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can roll a ball towards a target.</p> <p>I can throw a ball to a partner.</p> <p>I can track a ball that is coming towards me.</p> <p>I can work co-operatively with a partner.</p>	<p><b><u>Striking &amp; Fielding</u></b></p> <p>I can catch a beanbag and a medium-sized ball.</p> <p>I can hit a ball using my hand.</p> <p>I can roll a ball towards a target.</p> <p>I can track a ball that is coming towards me.</p> <p>I know how to score points.</p> <p>I understand the rules and I am beginning to use these to play honestly and fairly.</p> <p>I understand when I am successful.</p>
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