



St Oswald's Catholic Primary School

Year 5 Summer Overview 2022-2023

| <u>Subject Area</u> | <u>Summer</u> | | |
|----------------------------|---|---|--|
| <u>RE</u> | <p>1 - Transformation - How can energy transform?</p> <p>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.</p> | <p>1 - Freedom & responsibility - How do rules bring freedom?</p> <p>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.</p> | <p>2 - Stewardship - Can I be a steward?</p> <p>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.</p> |
| <u>English</u> | <p>1 – Poetic Style 2 – Persuasive writing</p> | | <p>3 – Recounts 4 – Choral and Performance Poetry</p> |
| <u>Mathematics</u> | <p>Measurement: Area & Perimeter Geometry: Shape, Position and Direction</p> | | <p>Number: Negative numbers Measurement: Converting units and volumes</p> |
| <u>Science</u> | <p>1 – Earth and Space</p> <p>Pupils will be introduced to a model of the Sun and Earth that enables them to explain day and night. Pupils will learn that the Sun is a star at the centre of our solar system and that it has eight planets. They should understand that a moon is a celestial body that orbits a planet. Pupils will also find out about the way that ideas about the solar system have developed.</p> | <p>2 – The Scientific Method</p> <p>Pupils will learn about how scientists use the scientific method to get reliable data and make new exciting discoveries.</p> | |

| | |
|--------------------------------|---|
| <p><u>History</u></p> | <p>1 – Vikings in Britain 2</p> <ul style="list-style-type: none"> - How did Angles, Saxons and Vikings shape England and Scotland? <p>Case study of Jorvik in 910, told through fictional story of two Viking children. Consolidates stories from Norse culture and views expansion of Wessex/Mercia from perspective of Vikings. Why we must tell differing stories (Vikings & Anglo-Saxon; rulers and ordinary people; men, women and children); and reasons why some stories go missing (interpretations of the period involving Aethelflaed only surfacing more recently). Aethelflaed presses north into Tamworth, Derby and Leicester, her closeness to attacking York and uniting the country before her death in 918. Athelstan coronation and creation of England. Vikings shaping Britain: i) government (focus on Canute); ii) Viking-British cultural fusions (the case of the hogsbacks – Cumbria and southern Scotland)</p> <p>2 – Local Study</p> <ul style="list-style-type: none"> - Who made Liverpool? <p>Enquiry question developed by school to suit school-planned local study.</p> |
| <p><u>Geography</u></p> | <p>1 – The Amazon</p> <ul style="list-style-type: none"> - In what ways does the geography of South America affect life in the Amazon? <p>A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. The Amazon river – course and characteristics. The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes. Causes and effects of deforestation. Futures for the Amazon rainforest. Geographical skills: Flow diagrams, interpreting satellite photos.</p> <p>2 – Interconnected Amazon</p> <ul style="list-style-type: none"> - How does agriculture in the Amazon interact with other parts of the world? <p>Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. Environmental connections, carbon cycle, impacts of deforestation. Social connections, globalisation. Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire</p> |
| <p><u>Art</u></p> | <p>1 - Sculpture</p> <ul style="list-style-type: none"> - Can I create a human sculpture in the style of Anthony Gormley? <p><u>Inspire</u> Take inspiration from Anthony Gormley’s work and focus on body representation. Explore pattern and texture in Anthony Gormley’s work.</p> <p><u>Skill</u> Sketch whole body with correct proportions. Explore the appearance of colour in different textures.</p> <p><u>Final Product</u> Create a full body sculpture inspired by Anthony Gormley, which explores pattern and texture in a 3D shape.</p> |

| | | |
|--|---|---|
| <p><u>Design Technology</u></p> | <p>2 - Mechanical systems- pulleys and gears/ electrical systems</p> <p>- Can you design a moving vehicle with Sphero?</p> <p>Use a computer programming app (Sphero) to create a mechanical/electrical system for a moving vehicle. Children are to use simple circuits and switches including programming and controlling. Apply understanding of computing to program, monitor and control their products. 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> | |
| <p><u>Music</u></p> | <p>1 – Composition</p> <p>- What is Graphic Score?</p> <p>The children will explore the alternative notation system of graphic score. They will interpret and perform from a graphic score and will create a score for a given piece and discuss the use of symbols in other composers’ work. they will learn musical language appropriate to the task.</p> | |
| <p><u>RSHE</u></p> | <p>1 - Life to the Full</p> <p>- Module 2: Created to Love Others</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>1 - Life to the Full</p> <p>- Module 3: Created to Live in Community</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> |
| <p><u>MFL</u></p> | <p>1- Leisure -(hobbies/preferences -</p> <p>What hobbies do I like?</p> <p>Produce hobbies, new technologies and different types of television programmes.</p> | <p>2 – Summer - (countries & nationalities) -</p> <p>Where should I travel to?</p> <p>Produce countries, nationalities and colours of flags. Ask and answer questions about countries and nationalities.</p> |

| | | |
|-------------------------|---|---|
| | <p>Ask and answer questions about hobbies. 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>1 - Difference WWW/Internet</p> <ul style="list-style-type: none"> - Can I describe the differences between the World Wide Web and the Internet? <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><u>E-Safety</u> Privacy and Security</p> <p>I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples.</p> | <p>2 – 3D Modelling</p> <ul style="list-style-type: none"> - Can I use CAD to create a 3D model? <p>Children will learn to design models using online CAD software.</p> <p><u>E-Safety</u> Copyright and Ownership</p> <p>I can assess and justify when it is acceptable to use the work of others I can give examples of content that is permitted to be reused and know how this content can be found online.</p> |
| <u>PE</u> | <p>1 – Gymnastics</p> <p>I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> | <p>2 – Dance</p> <p>I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p> |

| | | |
|----------------------------|--|--|
| | <p>I can use feedback provided to improve my work.</p> <p>I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</p> <p>I can use strength and flexibility to improve the quality of a performance.</p> <p>I can work safely when learning a new skill to keep myself and others safe.</p> | <p>I can lead a group through short warm-up routines.</p> <p>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</p> <p>I can suggest ways to improve my own and other people's work using key terminology.</p> <p>I can use counts when choreographing to stay in time with others and the music.</p> <p>I can use feedback provided to improve my work.</p> |
| <p><u>Games</u></p> | <p>1 – Hockey</p> <p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use tracking, tackling and intercepting when playing in defence.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can use them most of the time to play fairly and honestly.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p> | <p>2 – Tennis</p> <p>I am beginning to strike a ball with a racket</p> <p>I am developing a wider range of movement and I am beginning to use these under some pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use this.</p> |