



St Oswald's Catholic Primary School

Year 5 Summer Overview

<u>Subject Area</u>	<u>Summer</u>	
<u>English</u>	Shelter for sadness	Greta and the giants
<u>Mathematics</u>	Measurement: Area & Perimeter Geometry: Shape, Position and Direction	Number: Negative numbers Measurment: Converting units and volumes
<u>RE</u>	BRANCH 5 – To the Ends of the Earth Pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church. They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.	BRANCH 6 – Dialogue and Encounter Pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity. They will also encounter other pathways of belief drawing on the teaching of the Church about intercultural dialogue.
<u>Science</u>	1 – Earth and Space 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.	2 – The Scientific Method Pupils will learn about how scientists use the scientific method to get reliable data and make new exciting discoveries.

<u>History</u>	1 – Vikings in Britain 2 - How did Angles, Saxons and Vikings shape England and Scotland? 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) 2 – Local Study - Who made Liverpool? Enquiry question developed by school to suit school-planned local study.
<u>Geography</u>	1 – The Amazon - In what ways does the geography of South America affect life in the Amazon? 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. 2 – Interconnected Amazon - How does agriculture in the Amazon interact with other parts of the world? 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
<u>Art</u>	1 - Sculpture - Can I create a human sculpture in the style of Anthony Gormley? <u>Inspire</u> Take inspiration from Anthony Gormley’s work and focus on body representation. Explore pattern and texture in Anthony Gormley’s work. <u>Skill</u> Sketch whole body with correct proportions. Explore the appearance of colour in different textures. <u>Final Product</u> Create a full body sculpture inspired by Anthony Gormley, which explores pattern and texture in a 3D shape.

<u>Design Technology</u>	2 - Mechanical systems- pulleys and gears/ electrical systems - Can you design a moving vehicle with Sphero? 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.
<u>Music</u>	Can I use musical vocabulary when describing music? Living On a Prayer
<u>RSHE</u>	Lesson 1 - Journey in Love: God Loves Us in Our Changing and Developing (Spiritual) Lesson 2 - M2U4 Session 3: Making Good Choices Lesson 3 - M2U4 Session 4: Giving Assistance Lesson 4 - M3U1 Session 1: The Holy Trinity Lesson 5 - My Money Week Lesson 6 - M3U1 Session 2: Catholic Social Teaching Lesson 7 - M3U2 Session 1: Reaching Out <u>Additional PSHE elements</u> Sports and Health Week, Transition, <i>Grassing or Grooming, Radicalisation - Ariel Trust Resources</i>
<u>MFL</u>	1- Leisure -(hobbies/preferences - What hobbies do I like? Produce hobbies, new technologies and different types of television programmes. 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.	
<u>Computing</u>	1 - Difference WWW/Internet - Can I describe the differences between the World Wide Web and the Internet? 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. <u>E-Safety</u> Privacy and Security 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.	2 – 3D Modelling - Can I use CAD to create a 3D model? Children will learn to design models using online CAD software. <u>E-Safety</u> Copyright and Ownership 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.
<u>PE</u>	1 Dance 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. I can lead a group through short warm-up routines.	2 – Yoga I can hold a range of yoga poses with control and balance. I can use breathing techniques to help me stay calm and focused. I can move smoothly between different yoga poses. I can improve my flexibility through safe stretching.

	I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work.	I can create and perform a short sequence of yoga poses.
<u>Games</u>	1 – Dodgeball I can throw a ball accurately towards a target. I can catch a ball safely using the correct technique. I can dodge and move quickly to avoid being hit. I can use teamwork and communication to support my team. I can follow the rules of dodgeball and show good sportsmanship.	2 – Rounders I am beginning to strike a ball with a racket I am developing a wider range of movement and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.