St Michael's CE (A) Primary School

Non-Topic Termly Overviews

Year: 5

Term: Summer



Subjects	Objectives/Learning intentions				
Science	Animals, including humans				
	describe the changes as humans develop to old age				
	All living things & their habitats				
	describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird				
	describe the life process of reproduction in some plants and animals				
Computing	Non-topic Non-topic				
	Digital Literacy				
	Demonstrate knowledge of how to minimise risk when online				
	Understand the effect of online comments				
	Begin to know how to report concerns or problems when online				
	Evaluate vector drawing				
	Recognise that video can be improved through reshooting and editing				
	Consider the impact of the choices made when making and sharing a video				
	Information Technology				
	VIDEO EDITING				
	recognise video as moving pictures which can include audio				
	Identify digital devices that can record video				
	Capture video using a digital device				
	recognise the features of an effective video				
RE	What kind of king would Jesus be?				
	What is the parable of the feast and what do you think Jesus was saying about the Kingdom				
	of God?				
	 What is the parable of the tenants and what do you think Jesus was saying about the Kingdom of God? 				
	 In the Lord's prayer, what does the part 'your Kingdom come, your will be done, on earth as it is in heaven' say about the Kingdom of God? 				
	How might Christians and Christian organisations contribute to a better world and to the 'Kingdom of God' growing stronger?				
	Is the Kingdom of God complete now? If not, why not and when will it be complete?				
	What can we learn from visiting sacred places?				
	Can you give different examples of holy places and sacred places?				
	What are the similarities and differences between two religious buildings?				
	Can you ask questions and make suggestions to answer about the beliefs and values that are				
	expressed in a church and mosque, for yourself?				
	What kind of sacred place would inspire me or influence my sense of values?				
Music	Listen and Appraise (Charanga)				
	To know our songs from memory and who sang or wrote them, and if possible why				
	I know the style of the songs and can name other songs in the same style and compare them				
	I can use musical words and talk about				
	o the lyrics (what the song is about),				
	 the musical dimensions and where they are used (texture, dynamics, tempo, pitch, rhythm) 				

- the main sections of the song
 - o (intro, verse, chorus...)
- o name some of the instruments in the song
- o some of the style indicators of the song
- o the historical context of the song
- I can confidently identify the pulse
- I can talk about how the song makes me feel

Musical Activities

Games (Charanga)

- I know and can talk about
 - how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and connect in a song
 - o how to keep the internal pulse
 - leadership: lead by creating musical ideas for the group to copy and respond to (Charanga)
- I can (Charanga)
 - o copy back rhythms that include syncopation/off beat
 - o play question and answer using 2 or 3 notes
 - o copy back 1-, 2- or 3-note riffs by ear and with notation

Singing (Charanga)

- I know and can confidently sing our songs and their parts from memory with a strong internal pulse
- I can
 - o sing in unison and to backing vocals
 - o enjoy exploring singing solo
 - o listen to the group when singing, aware of how I fit in
 - o follow a leader
 - experience different styles of singing (Charanga)
 - o sing with awareness of being 'in tune'
- I can choose a song and talk about (Charanga)
 - o the importance of warming up your voice
 - o its main features
 - o singing in unison, solo, lead vocal, backing vocals, rapping
 - what the song is about and the meaning of the lyrics

Playing (Charanga)

- I know
 - o different ways of writing music down (eg. staff notation, symbols)
 - o the notes CDEFGABon the treble stave
 - o the instruments they play or that might be played in an orchestra or band
- I can learn an instrumental part one-note, simple or medium, or the melody from memory or notation

Improvisation (Charanga)

- I know I can use some riffs learned within the Challenges in my improvisation
- I know and can talk about 3 well-known improvising musicians
- I can improvise using instruments in the context of the song I am learning using the Bronze,
 Silver or Gold challenge
- I can improvise with a feeling for the style of Bossa Nova and Swing using the notes D E G A B (pentatonic scale/five-note pattern)

Compositions (Charanga)

- I know and can talk about
 - how a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
 - o notation is the recognised connection between sound and symbol
- I can
 - o create simple melodies with up to 5 notes and simple rhythms that work with the style of our song
- o explain the keynote or home note and the structure of the melody record the composition in a way that connects sound and symbol (eg. graphic/pictorial notation)

Performance

(Charanga)

- I can communicate the meaning of words and articulate them clearly in sung performance
- I can record and compare the performance to a previous one

I can evaluate the performance using musical language - "What went well?", "It would have been better if..." (Charanga)

French

'Playtime'

Children will rehearse and apply the four key skills of listening, speaking reading and writing to learn to

- Basic commands (imperatives)
- Saying what's in the playground
- How to say a variety of playground games
- Using "j'aime" with another verb
- Saying what and where they like to play

'My Home'

Children will rehearse and apply the four key skills of listening, speaking reading and writing to learn to

- Say where they live •
- Identify a variety of rooms and types of furniture
- Say what there is in the kitchen
- Describe their daily routine

PE

Acquire and Develop Skills(Performance shows precision, control and fluency)

Games

- perform skills with accuracy, confidence and control and combine and perform skills with control, adapting them to meet the needs of the situation
- Show precision and accuracy when sending and receiving
- Strike a bowled or volleyed ball.
- Begin to field and attack by anticipating the direction of play.
- Use a range of techniques when passing eg, bounce, fast, slow, high, low
- Travel with a ball showing changes of speed and directions using either hand or foot

Athletics

- Sustain and maintain running speed, improve on personal target
- Begin to combine sprinting with low hurdles.
- Throw accurately.
- Show increasing control in take-off and landings when jumping.

To Select and Apply skills, tactics and compositional ideas (Pupils link skills, techniques and ideas accurately and appropriately)

Games

- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
- Choose appropriate tactics for a game to keep possession

- Keep and use rules they are given
- Lead others and act as a good role model within a team.
- Try to make it difficult for their opponent by directing the ball to space at different speeds and heights
- · Work alone or with teammates.
- Compete with others and keep track of personal best performances.
- Uphold the spirit of fair play and respect in all competitive situations.

Athletics

- Choose pace for running.
- Adapt technique to different equipment

To improve and Evaluate

 From observation of others begin to describe constructively how to refine improve and modify performance.

Refine own performance in response to comments of others' and self-analysis including personal best.

To have a knowledge and understanding of health and fitness

- Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates.
- Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.

PSHE

Growing up and Relationships

- I recognise that everyone should be treated equally and can explain the importance of respecting the difference and similarities between people.
- I can recognise differences between people such as gender, race and faith.
- I can use vocabulary to sensitively discuss difference and include everyone.
- I know why it is important to listen and respond respectfully to a wide range of people (including those whose traditions, beliefs and lifestyles are different to their own).
- I know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia.
- I know the impact of discrimination on individuals, groups and wider society.
- I can name ways to safely challenge discrimination.
- I can discuss personal identity and what contributes to it (including race, sex, gender, family, faith, culture, hobbies, likes/dislikes)
- I know that for some people their gender identity does not correspond with their biological sex.
- I know about the physical and emotional changes during puberty.
- I know the importance of personal hygiene routines during puberty including washing regularly and using deodorant.
- I know how to discuss the challenges of puberty with a trusted adult.
- I know how to get information, help and advice about puberty.
- I can talk about the social, physical and emotional changes that happen as we get older.
- I know that friendships and relationships can change over time.
- I can identify who to ask for support, with regards to puberty and relationships.

Being Safe

- I can explain the benefits of being outdoors and in the sun for physical and mental health.
- I can manage risk in relation to sun exposure, including sun damage and heat stroke.
- I know how to deal with common injuries using basic first aid techniques.
- I know how to respond in an emergency, including when and how to contact different emergency services.
- I can identify when situations are becoming risky, unsafe or an emergency.
- I know that bacteria and viruses can affect health.
- I know that I can prevent the spread of bacteria and viruses with everyday hygiene routines.
- I can explain how sleep contributes to a healthy lifestyle.

Nonstatutory objectives covered in money week

- I know healthy sleep strategies and how to maintain them.
- I know how medicines can contribute to health and how allergies can be managed.
- I know that some diseases can be prevented by vaccinations and immunisations.

Money and Work

- I know about stereotyping in the workplace, its impact and how to challenge it.
- I know that ambition can help to achieve a future career.
- I can identify jobs that I might like to do in the future.
- I know how or why someone may choose a certain career.
- I can list the reasons that influence people's decisions about a job or career (including pay, working conditions, personal interests, strengths and qualities, family and values).
- I know there are a variety of routes into work (e.g. college, apprenticeships, university and training)