UKS2 Half Termly Overview Term Summer 1 2022

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Week 125/4 | Week 22/5 | Week 39/5 | Week 416/5 | Week 5 23/5 |
| **Science- Evolution and Inheritance**  | recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. | recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents | identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution | identify how plants are adapted to suit their environment in different ways and that adaptation may lead to evolution | Assessment |
| **COMPUTING****DATA Y5 iLearn 2** | Select and use non adjacent cells plus resize multiple cell widths and copy/paste cells | Find data and create a spreadsheet to suit it | use formulae to find totals, averages maximum and minimum numbers  | search a data base for specific information  |  |
| **History -The Victorians** | Do I know who Isambard Kingdom Brunel was? | What were Brunel’s greatest achievements? | Can I find out about the Brunel bridge and Victorian times in Plymouth? | What was it like in Victorian times in Plymouth?  | Assessment  |
| **Art**   | Can I research famous impressionist artists? use pic-collage | Can I analyse the work of selected painters & gather ideas-shades of colours/ short and long brush strokes | I can experiment with pastels to create different effects? <https://www.youtube.com/watch?v=vUFEro-6QBU>  | Watercolour lilies | Monet focus |
| **Games****Cricket or orienteering**  | **Cricket** Familiarisation of ball and bat. Basics. Individual control. | **Cricket**Bowling. Underarm accuracy developing to overarm | **Cricket**Fielding. Accurate throwing to a target. Catching cleanly (2 hands - 1 hand). Clean pick up off floor, gather, body position. | **Cricket**How to play kwik Cricket.Small sided games | **Cricket**How to play kwik Cricket.Small sided games |
| **Dance** iMoves Freestyle dancing | Introduction to beat and rhythm  | Building choreography | Building choreography | Performance | Evaluation |
| **RE****Salvation** | Can I outline the events of the crucifixion (Passion narrative)from John 19? | Do I know that Christians remember Jesus’ sacrifice through the service of Holy Communion/ Lord’s Supper/The Eucharist/the Mass) and explain the denominational difference in practice. | Can I explain why Christians believe Jesus’s death was a sacrifice?Do I understand that some Christians feel called to sacrifice their own needs to the needs of others and give examples? | Can I explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms? | Can I write about the idea of Jesus’s life as a sacrifice? |
| **PSHE****Health and Wellbeing** | Y5-to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise\*basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biasedY6 -Pupil voice-recap what the children choose | Y5-\*how to assess which search results are more reliable than others \* to recognise unsafe or suspicious content online\*how devices store and share informationY6-\*Recap and revisitthat mental health is just as important as physical health and that both need lookingafter\*learn to recognise that anyone can be affected by mental ill-health and that difficultiescan be resolved with help and support | y5-\*revise the benefits of being outdoors and in the sun for physical and mental health \*introduce- how to manage risk in relation to sun exposure, including skin damage and heat stroke Y6-\*learn positive strategies for managing feelings\*learn that there are situations when someone may experience mixed or conflictingfeelings\* learn how feelings can often be helpful, whilst recognising that they sometimes need tobe overcome\* learn to recognise that if someone experiences feelings that are not so good (most or allof the time) – help and support is available\* learn to identify where they and others can ask for help and support with mental wellbeingin and outside school\* learn the importance of asking for support from a trusted adult | Y5-\*recap-ways to boost their mood and improve emotional wellbeing \*learn about the link between participating in interests, hobbies and community groups and mental wellbeingY6-\*learn about the changes that may occur in life including death, and how these can causeconflicting feelings\*learn that changes can mean people experience feelings of loss or grief•\*learn about the process of grieving and how grief can be expressed• learn about strategies that can help someone cope with the feelings associated withchange or loss• learn to identify how to ask for help and support with loss, grief or other aspects ofchange | Y5-learn about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes\*learn how to recognise, respect and express their individuality and personal qualities. <https://plprimarystars.com/roarfordiversitypack#:~:text=Sign%20in%20here.-,Competition%20activity%3A%20Roar!%20for%20Diversity,teams%20to%20cre> Y6-\*learn about the risks and effects of different drugs\*learn about the laws relating to drugs common to everyday life and illegal drugs\* Learn to recognise why people choose to use or not use drugs, including nicotine, alcoholand medicines as well as illegal drugs\*learn about the organisations where people can get help and support concerning drug use\*learn how to ask for help if they have concerns about drug use\* learn about mixed messages in the media relating to drug use and how they mightinfluence opinions and decisions |
| **Music**GB: World folk music.BE/SB: Hip Hop & rap - ICT Garage Band | **Playing and Singing**Introduction to folk musicTo explore traditional Irish music and key signatures**Playing, notation and improvisation**To explore rhythm patterns and rhymes in rap music | I**mprovising and notation**Stories behind folk musicRussian folk music.To learn to sing and play a traditional song**Composing and lyric writing**How lyrics fit into rhythms | **Composing**To use ICT to manipulate soundto use knowledge of musical structures when composing**Composing and ICT**Using ICT to develop musical ideas | **Responding to classical music**Mozart - Rondo alla Turca - folk link**Composing and ICT**Using ICT to develop musical ideas | **Singing/review**Bluegrass music and American traditional songs **Composing and performing**To perform and evaluate compositions. |
| **Spanish**Talking about yourself and family. | What are membersof my family called?Un Padre, una madre, un abuelo, una abuela, una hermana, un hermano,los padres. | Members of my family.Como se llama?Tienes?Cuantos hermanos tienes?Cuantos hermanas tienes? | Alphabet practice- spelling names.A - a, B - bé, C - thé, D - dé, E - é, F - effé, G - jé, H - aché, I - ee, J - jota, K - ka, L - ellé, M - emé, N - ené, O - o, P - pé, Q - koo, R - erré, S - esé, T - té, U - ubé, W - ubé doblé, X - ekeys, Y - yé, Z - theta¿Como se escribe? | Names of pets.Un perro, un gato, un conejo, un cobayo, un hámster, un lagarto, una rata… | Questions about pets.Tienes?Tengo…Como se llama?Se llamaComo se escribe?Se escribe…Qué mascotas tienes? |