UKS2 Half Termly Overview Term Summer 1 2022

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|  | Week 1  25/4 | Week 2  2/5 | Week 3  9/5 | Week 4  16/5 | 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 biased  Y6 -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 information  Y6-\*Recap and revisit  that mental health is just as important as physical health and that both need looking  after  \*learn to recognise that anyone can be affected by mental ill-health and that difficulties  can 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 conflicting  feelings  \* learn how feelings can often be helpful, whilst recognising that they sometimes need to  be overcome  \* learn to recognise that if someone experiences feelings that are not so good (most or all  of the time) – help and support is available  \* learn to identify where they and others can ask for help and support with mental wellbeing  in 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 wellbeing  Y6-\*learn about the changes that may occur in life including death, and how these can cause  conflicting 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 with  change or loss  • learn to identify how to ask for help and support with loss, grief or other aspects of  change | 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, alcohol  and 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 might  influence opinions and decisions |
| **Music**  GB: World folk music.  BE/SB: Hip Hop & rap - ICT Garage Band | **Playing and Singing**  Introduction to folk music  To 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 music  Russian 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 sound  to 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 members of 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 llama  Como se escribe?  Se escribe…  Qué mascotas tienes? |