



Year 5 – Owls
Summer 1st 2026

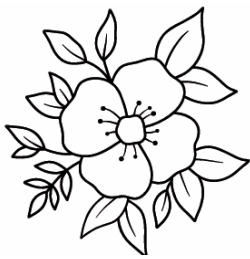


Topic Overview:

This half-term, our topic is: **A TOUCH OF COLOUR**. This will be an Art topic, exploring how artists use colour to reflect emotions and provoke reactions. These artists include: Olafur Eliasson, Yinka Ilori, Morag Myerscough and Liz West. We will also be learning about different art installations (in the UK and beyond) with a focus on the Art and Architecture of Kielder, which will also help us to develop our mapping skills.

Hook:

Reviewing complementary, harmonious and clashing colours!



Outcome:

Create a model of an art installation.



What's being covered?

Maths	Statistics, Shape, position & direction	
English	Poetry, Information Writing, Narrative	
	Topic	Skills
Art	Brave Colour	<ul style="list-style-type: none"> Recap complementary and harmonious colours Recognise how colours can be linked with emotions Use mixed media an art installation Learn about great artists
Music	Dancing in the Street	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music
Science	Forces	<ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
Computing	Creating media - Introduction to vector graphics	<ul style="list-style-type: none"> Use different drawing tools to help them create images Recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Layer objects and begin grouping and duplicating them to support the creation of more complex pieces of work
PSHE	Money & Work	<ul style="list-style-type: none"> Identify future jobs and how/why someone might choose a certain career Recognise influences on people's decisions about jobs/careers Understand that there is a variety of routes into work
French	Around Town	<ul style="list-style-type: none"> practise using numbers 1-50 ask where someone is going, and how to say where you are going use the preposition <i>à</i> with the definite article <i>la</i> : <i>à la</i> use the preposition <i>à</i> with the definite article <i>le</i>: <i>au</i>

		<ul style="list-style-type: none"> • use the preposition <i>à</i> with the definite article <i>l'</i>: <i>à l'</i> • be introduced to the days of the week • use the preposition <i>à</i> with a clock time, to form an adverbial phrase of time • create complex spoken sentences on world clocks using the subordinating conjunction <i>quand</i>
RE	What do Hindus believe? How do they express their beliefs?	<ul style="list-style-type: none"> • Recap and build on knowledge of Hinduism • Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others • Understand what Moksha is and how a Hindu believer might attain this • Explore the life and work of Mahatma Gandhi and the impact of Ahimsa on his peaceful protests during the British rule of India • Explore the concept of dharma (duty) • Explore what it is to live a good life in Hinduism
Indoor PE	Swimming	<ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.
Outdoor PE	Athletics	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best.