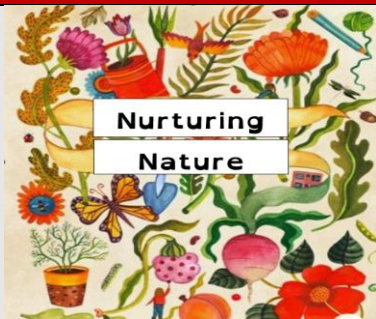


Lowe's Wong Anglican/ Methodist Junior School

Topic Overview – Year 5

	Autumn 1 Objectives	Vocabulary
Topic	Nurturing Nature	
Values	Thankfulness	
Enrichment (Visits and visitors)	Allotment visit Gardening Club Farmer Patrick visit	
English Quality text	Charlotte's Web by E.B. White	
English Writing genres	Figurative Poetry Persuasive argument Biography	See English Progression document.
Maths	Place Value: <ul style="list-style-type: none"> • Roman numerals • Numbers to 1 million • Powers of ten • Compare and order • Rounding Addition and subtraction: <ul style="list-style-type: none"> • Mental strategies • Adding to four digits • Subtracting to four digits • Rounding to check • Inverse • Missing numbers 	We follow the White Rose Maths Scheme, as well as Fluency Bee in Year 3, and Mastering Number KS2 in Years 4, 5 and 6 to support children's mathematical fluency. Therefore, we use the mathematically accurate vocabulary exemplified in the White Rose Maths Schemes.
Science	Living things and their environment EQ - What are the reproductive parts of a plant? EQ -What is the difference between sexual and asexual reproduction in plants? EQ – What is the life cycle of a mammal?	Soil Allotment Life cycles Plant Mammal Amphibian Insect Bird Seed dispersal Key plant features Pollinator Environment Style, stigma, anther, filament, petal, ovule, ovary, sepal

Loving, learning and shining together

Respect Honesty Kindness Thankfulness Forgiveness Perseverance

Lowe's Wong Anglican/ Methodist Junior School

	EQ – Why are Chimpanzees in Tanzania endangered? EQ – How are some life cycles of animals different?	
History	(Not taught in this topic)	
Geography	EQ - Where does our food come from and how can it be harmful to our planet? EQ - How do our food choices affect the environment? EQ - How is agricultural land used in the UK? EQ - How can we conduct fieldwork to research locally produced food? EQ.- Why source food from other parts of the world? EQ.- What is fair trade? EQ.- Should we shop local to save the planet?	farmer, livestock, poultry, land use, rear, arable farming, pastoral farming, sustainable, climate change, greenhouse gases, atmosphere, emissions, carbon footprint, risk assessment, qualitative data, quantitative data, questionnaire, interview, import, climate, food miles, latitude, supply chain, manufacturer, retailers, co-operation
Art and Design (artist)	Investigate – Giuseppe Arcimboldo Explore – shading techniques, pastel skills, collaborative sculpture Create – portrait in the style of Giuseppe Arcimboldo Reflect – evaluate skills	Sketchbook: develop, refine, texture, shape, form, pattern, structure. Drawing: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy. Hatching, Cross-hatching, contouring, blending, scumbling, stipling Pastels: blend, mix, line, tone, shape, abstract, absorb, colour. Sculpture: form, structure, texture, shape, mark, soft, join. Collage: shape, form, arrange, fix.
Design Technology	(Not taught in this topic)	
Computing	E-safety Microsoft Excel <ul style="list-style-type: none"> • Number operations • Ordering and presenting data • Add, edit and calculate data 	Personal information, passwords, Usernames, photographs, contact, inappropriate, website, search engine ,permission, privacy, digital footprint, internet, sources , reliable, fiction, opinion , URL, Copyright, regulations, social media, sequential, trial and error, co-ordinates , algorithm, commands, predetermined, platform, input, control, online risks, spreadsheet, upload, cells, network, conditional , statements, debug.

Loving, learning and shining together

Respect Honesty Kindness Thankfulness Forgiveness Perseverance

Lowe's Wong Anglican/ Methodist Junior School

RE	<p>Inspirational Leaders: (Martin Luther King jnr, Malala Yusesai, Gandhi, Rev Hibberts, John Wesley)</p> <ul style="list-style-type: none"> To learn about the lives of inspiring leaders from a range of religions/worldviews and respond thoughtfully To study and apply some of the leaders' speeches or writings To describe challenges they faced and commitments by which they lived To apply the idea of inspiration- consider and weigh up factors in thinking about inspiration and leaders (What makes someone inspiring?) <p>To explore commonality when connecting 2 examples from different worldviews</p>	Inspiration, Role model, Flourish, Leader, Segregation, Race, Discrimination/injustice, Equality, Fairness, Non- violence, Islam, Muslim Faith, Belief, Taliban, Allah, Muhammad (Pbuh) Qu'ran, Hindu, Ahimsa, Sewn, Dharma, Deity, Apartheid, Caste, Campaign
RSHE/PSHE	<p>Being me in my world</p> <ul style="list-style-type: none"> My year ahead Being a citizen of my country Responsibilities Rewards and consequences Our learning charter Owning our learning charter 	Opportunities, motivation, appreciation, refugee, empathise, prejudice, participation, persecution, conflict, migrant, challenges, wealthy, privilege, deprive, co-operation, collaboration, attitude, denied, asylum, citizen, views, opinion, collective decision
PE	<p>Football Handball</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate Demonstrate changes of direction and speed including running backwards and side-stepping Demonstrates a developed understanding of how the lungs and heart function together with the blood Attack or defend effectively by looking at body position and movement off the ball Display an understanding of fair play, working well with others and leading a medium sized group (include simple warm ups and warm downs) 	<p>instep, outside of the foot, close control, balance, laces, trajectory, hemisphere, off the ball, movement, shift direction,</p> <p>cushion, interlock, bounce, chest, overhead, momentum, extension, weight distribution, close control, finger tips, Angle, trajectory, apex, centre of gravity, balance, pivot, interception</p>
MFL Spanish	<p>High street and directions</p> <ul style="list-style-type: none"> State what can be found on the high street and the location of shops and buildings. Appreciate similarities and differences between Spanish and English high streets Collect and record evidence about activity on the high street at certain times of day, and express it in Spanish <p>Speaking and Listening</p> <ul style="list-style-type: none"> Recite a short text with accurate pronunciation 	<p style="text-align: center;">Hay +</p> <p style="text-align: center;">buildings on the high street :</p> <p style="text-align: center;">un mercado, una tienda, un supermercado, una oficina de correos, un banco, un café, una plaza, una tienda de ropa, una cathedral</p>

Loving, learning and shining together

Respect Honesty Kindness Thankfulness Forgiveness Perseverance

Lowe's Wong Anglican/ Methodist Junior School

	<ul style="list-style-type: none"> • Memorise and present two or three sentences describing a high street, using adjectives in the correct position • Take part in a simple conversation, asking for and giving directions • Know how to add expression and authenticity to a short dialogue • Understand key information from a short exchange • <i>Recap pronunciation of ñ</i> • Pronunciation of grapheme <i>c in banco and oficina</i> understanding there is a difference • Understand the use of stalling strategies / fillers in Spanish during conversations and use them during a short conversation (<i>pues/bueno and vamos a ver</i>) • Use correct intonation when asking a question <p><u>Reading and Writing</u></p> <ul style="list-style-type: none"> • Read and order a conversation asking for directions • Make simple sentences and manipulate them by changing an element • Use a dictionary <p><u>Grammar</u></p> <ul style="list-style-type: none"> • <i>Re-visit agreement of adjectives and position of them in a sentence.</i> • <i>Revisit conjunction y and también</i> • <i>Re-visit formation of negative sentences with no before the verb</i> • <i>Revisit está</i> • Substitute quantifiers and adjectives in a sentence • Group positive/negative adjectives 	<p style="text-align: center;">Directions: A la izquierda, a la derecha, en el centro</p> <p style="text-align: center;">Revision of connectives – y, también Revision of adjectives – grande, pequeño</p> <p style="text-align: center;">Asking where places are ¿Hay? Está, en la esquina Pause words Bueno, pues, vamos a ver, sí</p> <p style="text-align: center;">Revision of days of the week Times of day : Por la mañana, por la tarde, por la noche, a las diez, a las cuatro y media muy, bastante</p> <p style="text-align: center;">Adjectives to describe the high street at different times</p>
<p>Music</p>	<p><u>Composition Notation</u></p> <ul style="list-style-type: none"> • To sing with accuracy, fluency, control and expression. • To explore and use different forms of notation. • To understand note length. • To read simple pitch notation. • To use stave notation to write a piece of music. 	<p style="text-align: center;">Composition Crotchet Minim Minor/major Pitch Quaver Rhythm Semibreve tempo</p>

Loving, learning and shining together

Respect Honesty Kindness Thankfulness Forgiveness Perseverance