


Lowe's Wong Anglican/ Methodist Junior School

Topic Overview – Year 5

	Autumn 2 Objectives	Vocabulary
Topic	Stargazers	
Values	Kindness	
Enrichment (Visits and visitors)	Planetarium Virtual reality	
English Quality text	Cosmic – Frank Cottrell-Boyce	
English Writing genres	Narrative and dialogue Newspaper report	See English Progression document.
Maths	Multiplication and division A: <ul style="list-style-type: none"> • Multiples • Factors • Prime numbers • Square numbers • Cube numbers • Multiplying by 10,100,1000 • Dividing by 10,100, 1000 Fractions A: <ul style="list-style-type: none"> • Equivalent fractions • Improper to mixed • Mixed to improper • Fractions < 1 • Fractions > 1 • Adding and subtracting fractions 	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	Earth and Space EQ – what shape is the Earth and how do you know? EQ – why does the moon change shape? EQ – how does the Earth fit in our Solar System?	Asteroid, Astronaut, Axis, Comet, Crater, Gravity, Lunar Meteoroid, Moon, N.A.S.A.,

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	EQ – why do we have day and night? EQ – what are the main differences between the Geocentric and Heliocentric theories? EQ – why is space exploration so important? which of these two bottles will fall to Earth fastest? EQ – who was Sir Isaac Newton and how did he influence the world?	I.S.S., Orbit, Planet, Planetarium, Rocket, Rover, Satellite, Sir Isaac Newton, Solar System, Star.
History	(Not taught in this topic)	
Geography	(Not taught in this topic)	
Art and Design (artist)	Investigate – Vincent Van Gogh Explore – perspective, colour mixing, texture, form, value and space Create – a landscape painting in the style of Vincent Van Gogh's 'Starry Night' Reflect – evaluate skills	Sketchbook: develop, refine, texture, shape, form, pattern, structure. Drawing: line, texture, pattern, form, shape, Painting: blend, mix, line, tone, shape, abstract, absorb, colour,
Design Technology	(Not taught in this topic)	
Computing	Microsoft Excel <ul style="list-style-type: none"> • Solving problems • Party plan budget • Design your own spreadsheet NCCE 5.1 Sharing information <ul style="list-style-type: none"> • Systems • Computer systems and us • Transferring information • Working together • Better working together • Shared working 	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.

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RE	<p><u>Creation – Understanding Christianity Unit</u></p> <ul style="list-style-type: none"> To explore the importance of creation within the 'Big Story' of the Bible. To consider whether Genesis 1 is conflicting or complementary with what science says To investigate religious and non-religious scientists and explore how they may or may not find faith and science compatible To explore different theological theories to interpret the creation story <p><u>Incarnation – Understanding Christianity Unit</u></p> <ul style="list-style-type: none"> To explore why the people of God needed a saviour To investigate what kind of rescuer people were expecting To investigate why Christians believe Jesus fulfils the expectations of the Messiah To explore links between the old and the new testaments 	<p>Conflicting Complementary Theologian Genesis Creator</p> <p>Literal Big Bang Theory Interpretation</p> <p>Saviour Messiah Rescuer</p> <p>Fall sin anointed testament</p> <p>Prophecies fulfilled</p>
RSHE/PSHE	<p>Celebrating difference</p> <ul style="list-style-type: none"> Different cultures Racism Rumours and name calling Types of bullying Does money matter Celebrating difference across the world 	<p>Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber, bullying, Texting, Banter, Problem-solving, Colour, Race, Discrimination, Culture, Ribbon, Direct, Cyber bullying, Texting, Happiness, Difference, Culture, Similarity, Continuum, Developing world, Racism, Discrimination, Direct and indirect bullying</p>
PE	<p>High 5:</p> <ul style="list-style-type: none"> To demonstrate accurate passing and receiving skills. To demonstrate skills more fluently and effectively in games To implement a variety of techniques regarding attacking and defending into game situations. To develop consistency in performance. <p>Parkour:</p> <ul style="list-style-type: none"> Compose creative and imaginative sequences including free-running in Parkour. Create complex and well executed sequences containing a variety of gymnastic components. Create increasingly complex sequences, including change of direction, travelling, speed and levels, showing good precision, stability and strength 	<p>Passing, receiving, skills, technique, attack, defence, performance</p> <p>Free-running, sequences, direction, travelling, speed, levels, precision, stability, strength.</p>

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MFL Spanish	<p><u>High street and directions continued</u></p> <p><u>Christmas</u></p> <ul style="list-style-type: none"> • Learn and join in singing a Christmas song • Reconstruct a short text by re-ordering phrases • Appreciate similarities and differences between Christmas celebrations in Spain and England • Use actions and mimes to aid memorisation • Make a traditional Spanish Christmas sweet <ul style="list-style-type: none"> • Perform a short Christmas play in Spanish to an audience 	<p>Christmas vocabulary :</p> <p>Los Reyes Magos, La Nochebuena, La Nochevieja, Papá Noel</p> <p>La campana, las uvas, el reloj</p> <p>¡Feliz Año Nuevo !</p>
Music	<p><u>Blues</u></p> <ul style="list-style-type: none"> • To know the key features of Blues music • To play the first line of the 12-bar Blues • To be able to play the 12-bar Blues • To be able to play the Blues scale • To be able to improvise with notes from the Blues scale 	<p>Blues</p> <p>Bar</p> <p>Scale</p> <p>Improvise chord</p> <p>bent notes</p> <p>ascending and descending</p>

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