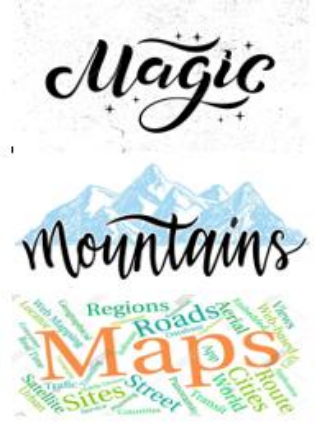


Lowes Wong Anglican/ Methodist Junior School

Topic Overview – Year 5

	Spring 1 Objectives	Vocabulary
Topic	Magic, Mountains and Maps	
Values	Perseverance	
Enrichment (Visits and visitors)	DAaRT	
English Quality text	The Nowhere Emporium – Ross McKenzie Clockwork – Phillip Pullman	
English Writing genres	Fantasy narrative	See English Progression document.
Maths	Fractions: <ul style="list-style-type: none"> • Dividing to make fractions • Improper to mixed • Equivalent fractions • Comparing and ordering fractions • Adding fractions • Subtracting fractions • Multiplying 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	Properties of materials: <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 	Properties, Material, Transparent, Opaque, Translucent, Transparent, Magnetic, Conductor, Circuit, Thermal, Island, Variables, Observation, Record

Loving, learning and shining together

Respect Honesty Kindness Thankfulness Forgiveness Perseverance

Lowe's Wong Anglican/ Methodist Junior School

	<ul style="list-style-type: none"> • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 	
History	(Not taught in this topic)	
Geography	<p>How do mountains shape our world? How are mountains formed? What are the features of a mountain landscape? Where are the world's mountains located? Can we time travel around the planet Are there mountains in the UK? How does our landscape shape our school?</p>	fold mountain, tectonic plates, converge, summit, peak, ridge, arete, altitude, latitude, longitude, axis, key, contour lines, trig point
Art and Design (artist)	<p>Investigate – Kurt Schwitters Explore – explore the school environment collecting digital images of 'portals' Create – Using these images, children create an image in the style of Kurt Schwitters Reflect - evaluate skills</p>	<p>Sketchbook: develop, refine, texture, shape, form, pattern, structure. Sculpture: form, structure, texture, shape, mark, soft, join, tram, cast. Collage: shape, form, arrange, fix.</p>
Design Technology	(Not taught in this topic)	
Computing	<p>NCCE/ Teach Computing 4.5 Photo editing (Creating Media) Serif Software</p> <ul style="list-style-type: none"> • Changing digital images • Recolouring • Cloning • Combining • Creating • Evaluating 	<p>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.</p>
RE	<p>What matters to Christians? (Notts agreed syllabus)</p> <ul style="list-style-type: none"> • To explore what a worldview is • To identify how we know how to behave • To investigate what it means to be a Christian and what they believe (Creed) 	<p>Non-religious, Belief, Moral, Values, Worldview Humanist, Authority, Prayer, Holy Trinity, Forgiveness, Repentance, Prayer, Worship, Creed, Apostle, sins, resurrection,</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"> • To investigate what values matter most to Christians • To consider what values matter most to me. • To understand how Christians show their belief in God 	commandments, dilemma, conscience, patience, gentleness, self-control
RSHE/PSHE	<p>DAaRT – 10-week programme of resilience training</p> <p>Jigsaw – Dreams and goals</p> <ul style="list-style-type: none"> • When I grow up • Investigate job and careers • My dream job • Dream job of other cultures • How can we support each other • Rallying support 	<p>Dream, Hope, Goal, Feeling, Achievement, Money, Grown up, Adult</p> <p>Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Goal, Determination, Perseverance, Motivation, Support, Rallying, Sponsorship, Team work, Cooperation, Difference, Dream, Goal, Motivation, Aspiration</p>
PE	<p>Gymnastics</p> <ul style="list-style-type: none"> • Perform a variety of travels at different levels on benches and narrow beams. • Create and perform gymnastic routines utilising both the floor and apparatus, demonstrating a good technique of shapes, jumps, travels and rolls. • Use apparatus to create and perform sequences individually and with a partner. • Critically evaluate performance both of self and of classmates and provide feedback in class discussions. <p>Basketball</p> <ul style="list-style-type: none"> • Identify, create and exploit space in a competitive situation against an opponent. • Pass and receive a ball with accuracy and control using the inside of the foot. • Catch a medium/large ball with control and good technique, selecting the appropriate handling shape ('W', 'cup' or 'scoop'). • Pass a ball accurately with control using 'bounce', 'chest', 'overhead', 'shoulder', 'hip' and side passes. • Go past a defender whilst maintaining controlled passion, demonstrating a skill, change of direction and a change of pace. • Communicate effectively and provide information when passing and receiving. • Demonstrate the ability to lead and motivate others. 	<p>shapes, jumps, travels, beams, apparatus, perform, benches, rolls, sequences, routines, travels.</p> <p>Space, opponent, pass, receive, accuracy, control, technique, bounce, chest, overhead, shoulder, hip and side pass, defender, skill,</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"> • Problem solve situations and provide constructive feedback to team mates. • Use technical and tactical understanding to effect the game. • Understand and apply the principles of attacking and defending in a game situation 	
MFL Spanish	<p><u>Hobbies /sports</u></p> <ul style="list-style-type: none"> • Investigate the effect of exercise on pulse rate <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Understand and express simple opinions • Integrate new language into previously learned language • Listen to a native speaker and understand more complex phrases and sentences • Join in a playground game, reciting Spanish with accurate pronunciation • <i>Recap pronunciation of rr and j (abajo and arriba)</i> • Say a sentence in the immediate future tense in response to a question using conjunctions to link to another sentence • Say a comparative sentence substituting verbs <i>Eg. Jugar al fútbol es más activo que leer</i> <p><u>Reading and Writing</u></p> <ul style="list-style-type: none"> • Use word cards to assemble short sentences, linking phrases with connectives • Find words in a dictionary and check spellings • Understand more complex phrases, including comparisons • Demonstrate understanding of a short story with familiar and unfamiliar vocab using context to deduce meaning • Match extracts of a story to the correct image • Write a short paragraph to describe a character from a story: name, age, family members, hobbies and opinions • Write a 'keep fit' plan using immediate future tense and verbs in the infinitive: <i>Lunes – Voy a jugar al fútbol.</i> • Write comparative sentences as part of a display on health and fitness following a model <p><u>Grammar</u></p>	<p style="text-align: center;"><i>Revision of days of the week</i></p> <p>Time of day: <i>lunes por la mañana a las diez</i></p> <p><i>Through short story and related writing task, re-visit vocabulary relating to: likes and dislikes, stalling strategies, directions, parts of the body, hobbies and leisure activities</i></p> <p style="text-align: center;">Hobbies introduced in Y4 Simple future tense Voy a... + verb otra vez</p> <p style="text-align: center;">Revisions of numbers 0-20 + treinta, cuarenta, cincuenta</p> <p style="text-align: center;">Introduce numbers 30 – 50 Introduce comparatives with adjectives: <i>más / menos.... que</i></p> <p style="text-align: center;"><i>Revision of connectives: pero, y and también</i></p> <p style="text-align: center;"><i>¿Qué vas a hacer?</i> Voy a + infinitive</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"> • Prepare a keep fit programme for the week ahead, using immediate future tense <i>voy a otra vez</i> • Re-visit quantifiers: <i>muy and bastante</i> • Re-visit agreement of adjectives • Re-visit expressing an opinion in front of an infinitive verb: <i>Odio ir al parque.</i> • Re-visit use of determiner: <i>Me gusta mucho jugar al fútbol.</i> <p><i>a + el = al</i></p> <ul style="list-style-type: none"> • Recap expressing an opinion in front of an infinitive verb: <i>Me gusta jugar al tennis</i> • Linking sentences with <i>pero, y</i> and <i>también</i> • Introduction of immediate future tense in first and second person: <i>¿Qué vas a hacer? Voy a + infinitive</i> 	
Music	Not taught this term	

Loving, learning and shining together

Respect Honesty Kindness Thankfulness Forgiveness Perseverance