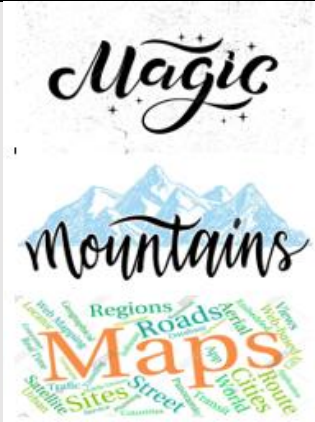


Lowé's Wong Anglican/ Methodist Junior School

Topic Overview – Year 5

	Spring 2 Objectives	Vocabulary
Topic	Magic, Mountains and Maps	
Values	Forgiveness	
Enrichment (Visits and visitors)	DAaRT continued including graduation	
English Quality text	The Nowhere Emporium – Ross Mackenzie Clockwork – Phillip Pullman Earth's incredible habitats (DK) Mountain – Jason Bittel	
English Writing genres	Poetry – free verse Non-chronological report	See English Progression document.
Maths	Decimals: <ul style="list-style-type: none"> • Writing decimals • Comparing decimals • Fraction and decimal equivalents • Adding and subtracting decimals • Rounding decimals Graphs: <ul style="list-style-type: none"> • Reading tables • Reading line graphs Percentages: <ul style="list-style-type: none"> • Writing percentages • Equivalent fraction, decimals and percentages • Comparing proportion using percentages 	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.

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Science	<p>Properties of materials</p> <p>EQ - is burning a reversible change?</p> <p>EQ – do we need to burn fuel for energy?</p> <p>EQ – is rust a reversible change?</p> <p>EQ – can we make observations over time?</p>	<p>fair tests, materials, including metals, wood and plastic, dissolving, mixing, changes of state, reversible changes.</p>
History	(Not taught in this topic)	
Geography	<p>How do mountains shape our world? (continued)</p> <p>What is it like in the mountains?</p> <p>What impact do people have on the Alps?</p> <p>What is the physical and human geography of the Alps? Non-chronological report</p>	<p>weather, climate, settlements, landscape, tourism, economic benefit, environmental problem</p>
Art and Design (artist)	(Not taught in this topic)	
Design Technology	(Not taught in this topic)	
Computing	<p><u>NCCE/Teach Computing</u></p> <p><u>5.6 Programming B</u></p> <ul style="list-style-type: none"> • Repetition in Games • Using loops to create shapes • Different loops • Animate your name • Modifying a game • Designing a game • Creating a game 	<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><u>Salvation</u> (Understanding Christianity)</p> <ul style="list-style-type: none"> • To explore what is meant by Salvation and why it matters to Christians • To investigate why Jesus died • To explore what a sacrifice is • To understand why and how Christians remember Jesus' sacrifice • To recap the Easter story by investigating the stations of the cross • To consider if Jesus' death was the end 	<p>Sacrifice forgiveness gratitude resurrection repentance chalice communion eucharist mass eternal everlasting heaven</p>

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	<ul style="list-style-type: none"> To think about the difference Jesus' death makes to Christians To show my understanding through art of what salvation means to Christians 	
RSHE/PSHE	<p>DAaRT continued (including graduation)</p> <p>Jigsaw – Healthy Me</p> <ul style="list-style-type: none"> Emergency Aid Alcohol Smoking Body image Healthy Me 	<p>Choices, Healthier behaviour , Less healthy behaviour , Informed decision , Pressure , Media , Influence, Vaping, Influence, Emergency, Procedure, Recovery position, Calm, Level-headed Altered, Self-respect, Comparison.</p>
PE	<p>Uni-hoc</p> <ul style="list-style-type: none"> Display an understanding of fair play, working well with others and leading a medium sized group (include simple warm ups and warm downs) Demonstrates a developed understanding of how the lungs and heart function together with the blood <ul style="list-style-type: none"> Demonstrate changes of direction and speed including running backwards and side-stepping Attack effectively by looking at body position and movement off the ball Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control. <p>Circuit Training</p> <ul style="list-style-type: none"> Know that exercise is important for mental well being. Know the important safety principles when preparing for exercise. Know that exercise has a valuable role in keeping healthy. Know that muscles have names. Create warm-up routines. Set targets and try and beat personal bests 	<p>Fair play, warm up, warm down, change directions, speed, side stepping, attack, movement, skill, coordination, control,</p> <p>Exercise, routines, targets, personal best.</p>

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<p>MFL Spanish</p>	<p><u>Hobbies /sports continued</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> <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 	<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? Voy a + infinitive</i></p>
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	<ul style="list-style-type: none"> • 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	

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