


# Lowe's Wong Anglican/ Methodist Junior School

## Topic Overview – Year 5

	Summer 1 Objectives	Vocabulary																
<b>Topic</b>	The Tudors / Carnival																	
<b>Values</b>	Honesty																	
<b>Enrichment</b> (Visits and visitors)	Gainsborough Hall visit																	
<b>English</b> Quality text	Katherine Rundell – The Explorer																	
<b>English</b> Writing genres	Historical recounts Poetry	See English Progression document.																
<b>Maths</b>	<p><b>Area and perimeter</b></p> <ul style="list-style-type: none"> <li>Perimeter of rectangles</li> <li>Perimeter of rectilinear shapes</li> <li>Perimeter of polygons</li> <li>Area of rectangles</li> <li>Area of compound shapes</li> <li>Estimate area</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Understand and use degrees</li> <li>Classify angles</li> </ul>	<ul style="list-style-type: none"> <li>Estimate angles</li> <li>Measure angles up to 180°</li> <li>Draw lines and angles accurately</li> <li>Calculate angles around a point</li> <li>Calculate angles on a straight line</li> <li>Lengths and angles in shapes</li> <li>Regular and irregular polygons</li> <li>3-D shapes</li> </ul>	<p>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.</p> <p>Therefore, we use the mathematically accurate vocabulary exemplified in the White Rose Maths Schemes.</p>															
<b>Science</b>	Not covered in this topic																	
<b>History</b>	<p><b>The Tudors</b></p> <p>Where does The Tudor period fit within the timeline of British history?            Who was the real Henry VIII?            What events led to the divorce of Henry VIII and Catherine of Aragon?            Why Did Henry break with Rome?            What deductions can we make about Tudor people?            How did people enjoy themselves in Elizabethan England?</p>	<table border="0"> <tr> <td>chronological order</td> <td>nation</td> </tr> <tr> <td>era/period</td> <td>reign</td> </tr> <tr> <td>B.C.E. (Before common era)</td> <td>protestants</td> </tr> <tr> <td>C.E. (common era)</td> <td>change</td> </tr> <tr> <td>B.C. (before Christ)</td> <td>continuity</td> </tr> <tr> <td>A.D. (Anno Domini)</td> <td>causes</td> </tr> <tr> <td>The Tudors</td> <td>causation</td> </tr> <tr> <td></td> <td>male heir</td> </tr> </table>	chronological order	nation	era/period	reign	B.C.E. (Before common era)	protestants	C.E. (common era)	change	B.C. (before Christ)	continuity	A.D. (Anno Domini)	causes	The Tudors	causation		male heir
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	<p><b><u>The Ancient Mayan Society</u></b>          What was the Maya Civilisation?          How did the landscape of the Maya area affect trade?          How did the settlers survive and thrive in the rainforest?          What do Maya ruins tell us about city-states?          How useful are the pictures Frederick Catherwood as a source of information about the Maya?</p>	<p>Henry VIII            beheading          Peasants              divorced          Monarch               Roman Catholic          War of the Roses      execution          deduce                 treason          infer                     inherit          primary sources          secondary sources</p>
<p><b>Geography</b></p>	<p><b><u>South America</u></b>          Locate the countries of North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Compare Brazil to North America          Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of North and South America.</p>	<p>Capital city          Climate          Coast          Continent          Country          Desert          Environmental region          Equator          Fertile          Human feature          Lake          Location          Mountain Range          Physical feature          Population          Rainforest          Southern Hemisphere          Tropical          Vegetation belt</p>
<p><b>Art and Design (artist)</b></p>	<p>Not covered in this topic</p>	
<p><b>Design Technology</b></p>	<p>Not covered in this topic</p>	
<p><b>Computing</b></p>	<p><b><u>Programming</u></b></p> <ul style="list-style-type: none"> <li>• control a simple circuit connected to a computer</li> <li>• write a program that includes count-controlled loops</li> </ul>	<p>sequential          trial and error          co-ordinates</p>

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	<ul style="list-style-type: none"> <li>• explain that a loop can stop when a condition is met</li> <li>• explain that a loop can be used to repeatedly check whether a condition has been met</li> <li>• design a physical project that includes selection</li> <li>• create a program that controls a physical computing project</li> </ul>	algorithm commands predetermined platform input control	
RE	<p><b><u>Beliefs and their Impact on people's lives</u></b></p> <ul style="list-style-type: none"> <li>• To explore what is meant by spirituality?</li> <li>• To investigate the similarities and differences between different ideas about God in different faiths and worldviews (Christian, atheist, Hindu, Muslim)</li> <li>• To consider words I connect to the idea of God</li> <li>• To explore the words Christians specifically connect to the idea of God and why</li> </ul> <p><b><u>Charity and Art</u></b></p> <ul style="list-style-type: none"> <li>• To investigate how and why Christians devote time and money to charity (Christian Aid) and understand how religious charities express spiritual ideas</li> </ul>	Spiritual, Belief, Religious, Faith, Atheist, Agnostic, Worldview, Humanist, Concept, Connection, Empathy, Divine, Omnipotent, Omniscient, Omnipresent, Eternal, Holy, Loving spirit	
RSHE/PSHE	<p><b><u>Relationships</u></b></p> <p>Recognising me            Safety with online communities            Being in an online community            Online Gaming            My Relationship (with technology – screentime)            MY Relationship (staying safe and happy online)</p>	Personal qualities Characteristics Self-esteem Online community Age restrictions Grooming Trustworthy Peer pressure Influences Privacy Settings Troll Risky	
PE	<p><b><u>Cricket</u></b></p> <p>Throw and catch displaying control and accuracy whilst on the move            Use striking, fielding and racket skills confidently and consistently</p> <p><b><u>Athletics</u></b></p>	Competition Tactics Co-operation Create	Technique Distance Sprint Steady pace

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	<p>Change approach according to target, with the intention of beating personal best. Learn sprinting drills. Understand how power and stamina are developed and how this improves performance.</p>	<p>Control Decisions Team play Batting Fielding Bowler Wicket Boundary Innings</p>	<p>Accuracy Record Joints Measure Jogging Time Stamina Speed Relay Strength Technique</p>
<p><b>MFL Spanish</b></p>	<p><b><u>Food and drink</u></b></p> <ul style="list-style-type: none"> <li>• Investigate the similarities and differences between Spanish and English eating habits by looking at Spanish school lunch menus</li> <li>• Consider different types of breakfast food at home and abroad</li> <li>• Consider key similarities and differences in daily life in the UK and Spain including supermarkets</li> </ul> <p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• Take part in a conversation expressing likes/dislikes of certain foods, using stalling strategies as appropriate with correct pronunciation and intonation, following a model</li> <li>• Listen to and understand a native speaker expressing likes and dislikes</li> <li>• Memorise and present a short rhyme</li> <li>• <i>Recap pronunciation of graphemes ll rr j z</i></li> <li>• Develop accuracy in pronunciation and intonation</li> <li>• Use spoken language spontaneously during a breakfast role play</li> <li>• Watch and understand a demonstration in Spanish of the method of making a dessert</li> <li>• Participate in making a dessert</li> <li>• Use appropriate form of <i>Querer</i> when offering and accepting food</li> </ul>	<p>Investigate and share strategies for learning new vocabulary</p> <p style="text-align: center;"><i>Re-visit opinions vocabulary</i> <i>Re-visit stalling strategies</i></p> <p style="text-align: center;"><i>Revision of fruit and food from Y3</i> Other foods: El pan, el arroz, la pasta, las patatas, el jamón, el pescado, el queso, el agua, el yogur, el chocolate, el helado, el pastel, las galletas, las patatas fritas, las patatas fritas de bolsa, las zanahorias, los guisantes, la ensalada</p> <p style="text-align: center;"><i>Revision of connectives:</i> <i>y, pero, también</i></p> <p style="text-align: center;">Cereales con leche, magdalenas, galletas María, chocolate con churros, un zumo de Naranja</p> <p style="text-align: center;">Modal verb: <i>Querer</i></p>	

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	<p><b><u>Reading and Writing</u></b></p> <ul style="list-style-type: none"> <li>• Find words in a bi-lingual dictionary</li> <li>• Design a balanced meal, with foods labelled in Spanish</li> <li>• Extend basic sentences by using connectives</li> <li>• Express opinions in short, written sentences</li> <li>• Order sentence cards to re-create the method</li> <li>• Write words and phrases using a reference</li> <li>• Complete the gaps in a transcript of a recording as part of a dictation exercise</li> <li>• Write dictated sentences containing familiar vocabulary accurately: <i>Quisiera una madalena y un zumo de naranja por favor.</i></li> <li>• Write sentences to provide information about self /likes / dislikes</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• <i>Recap using negatives</i></li> <li>• Choose the correct word order when writing sentences about likes and dislikes</li> <li>• Re-visit formation of negative sentences</li> <li>• Modal verb: <i>Querer</i> when offering and accepting food <i>¿Quieres...? Quisiera ...</i></li> </ul>	<p style="text-align: center;">¿Quieres ? Quisiera...</p> <p style="text-align: center;">Ingredients for a Spanish dessert : La leche, el azúcar, los huevos, el agua</p>
<p><b>Music</b></p>	<p><b><u>South and West Africa</u></b></p> <ul style="list-style-type: none"> <li>• To sing a traditional African song unaccompanied.</li> <li>• To use tuned percussion to play a chord progression.</li> <li>• To use vocals or tuned percussion to perform a piece of music as an ensemble.</li> <li>• To play call and response rhythms using percussion instruments.</li> <li>• To create an eight-beat break to play within a performance.</li> </ul>	<p style="text-align: center;">a capella, call and response chords, chord progression, diction djembe, dynamics, pulse ostinato, rests, syncopation tempo, vocals</p>

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