


# Lowe's Wong Anglican/ Methodist Junior School

## Topic Overview – Year 5

	Summer 2 Objectives	Vocabulary
<b>Topic</b>	Carnival/ South America/ Maya Civilization	
<b>Values</b>	Respect	
<b>Enrichment</b> (Visits and visitors)	Art and architecture trip to Southwell Minster Food Design and Technology at the Minster School Sports Day Newark and Sherwood District Athletics	
<b>English</b> Quality text	Katherine Rundell – The Explorer	
<b>English</b> Writing genres	Non-chronological report (Amazon Rainforest) Fictional narrative (Lost at Carnival) Poetry	See English Progression document.
<b>Maths</b>	<p><b><u>Position and Direction</u></b></p> <ul style="list-style-type: none"> <li>• Read and plot coordinates</li> <li>• Problem solving with coordinates</li> <li>• Translation</li> <li>• Translation with coordinates</li> <li>• Lines of symmetry</li> <li>• Reflection in horizontal and vertical lines</li> </ul> <p><b><u>Converting Units</u></b></p> <ul style="list-style-type: none"> <li>• Kilograms and kilometres</li> <li>• Millimetres and millilitres</li> <li>• Convert units of length</li> </ul> <p>• Convert between metric and imperial units</p> <p>• Convert units of time</p> <p>• Calculate with timetables</p> <p><b><u>Volume</u></b></p> <ul style="list-style-type: none"> <li>• Cubic centimetres</li> <li>• Compare volume</li> <li>• Estimate volume</li> <li>• Estimate capacity</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>

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<b>Science</b>	<ul style="list-style-type: none"> <li>• Understand the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>• Know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	gravity Earth's gravitational pull weight mass friction resistance buoyancy streamlined mechanism
<b>History</b>	<ul style="list-style-type: none"> <li>• Enquiry question: What was the Maya Civilisation?</li> <li>• Enquiry question: How did the landscape of the Maya area affect trade?</li> <li>• Enquiry question: How did the settlers survive and thrive in the rainforest?</li> <li>• Enquiry questions: What do Maya ruins tell us about city-states?</li> <li>• Enquiry question: How useful are the pictures Frederick Catherwood as a source of information about the Maya?</li> <li>• Enquiry question: Who was Pakal the Great?</li> <li>• Enquiry question: What is the mystery of the abandoned Maya cities?</li> </ul>	chronological order era/period B.C.E. (Before common era) C.E. (common era) B.C. (before Christ) A.D. (Anno Domini) The Tudors Henry VIII Peasants Monarch War of the Roses deduce infer primary sources secondary sources      nation reign protestants change continuity causes causation male heir beheading divorced Roman Catholic

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		<p>execution</p> <p>treason</p> <p>inherit</p>
<b>Geography</b>	<p><b><u>South America</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• EQ: Where is Brazil?</li>   <li>• EQ: What is the climate in Brazil?</li>   <li>• EQ: Why is the Amazon Rainforest important?</li>   <li>• EQ: How can we stop deforestation in our region?</li>   <li>• EQ: Why are people migrating from the North to the South of Brazil?</li>   <li>• EQ: What is life like in Rio de Janeiro?</li>   <li>• EQ: What is the culture of Brazil?</li> </ul>	<p>Capital city</p> <p>Climate</p> <p>Coast</p> <p>Continent</p> <p>Country</p> <p>Desert</p> <p>Environmental region</p> <p>Equator</p> <p>Fertile</p> <p>Human feature</p> <p>Lake</p> <p>Location</p> <p>Mountain Range</p> <p>Physical feature</p> <p>Population</p> <p>Rainforest</p> <p>Southern Hemisphere</p> <p>Tropical</p> <p>Vegetation belt</p>
<b>Art and Design</b> (artist)	<p>Christian art and architecture</p> <p><b>Investigate</b> – n/a</p> <p><b>Explore</b> – visit to Southwell Minster to explore various art forms found within. Children collect sketches of various piece.</p> <p><b>Create</b> – Children design and create own piece</p> <p><b>Reflect</b> - evaluate skills</p>	<p><b>Sketchbook:</b> develop, refine, texture, shape, form, pattern, structure.</p> <p><b>Drawing:</b> line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, portrait, graffiti.</p>
<b>Design Technology</b>	<p><b><u>South American Food Technology at the Minster</u></b></p> <ul style="list-style-type: none"> <li>• Research – introduction day at the Minster – research foods and flavours</li> </ul>	<p>Spices, culture, staple diet, carbohydrates, protein, fats, flavour, wraps, fajitas</p>

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	<ul style="list-style-type: none"> <li>• Design – design product with different possibilities</li> <li>• Make – create at the Minster using their kitchens and work stations</li> <li>• Evaluate – assess the success of the product against bench mark criteria</li> </ul> <p><b>CAMS</b></p> <ul style="list-style-type: none"> <li>• Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</li> <li>• Select a wider range of tools and equipment safely including as saws, screwdrivers, sandpaper and wood glue</li> <li>• Confidently choose materials based on their functional properties and aesthetic qualities</li> </ul>	<p>Model accurate, assembly-diagram, automata, axle, bench hook, cam, clamp, component, cutting list, diagram, dowel, drill bits, exploded-diagram, finish, follower, frame, function, hand drill, mark out, measure, mechanism, model, research, right-angle, set square, tenon saw</p>
<p><b>Computing</b></p>	<p>NCCE/ Teach Computing 4.6 Programming B (repetition in games) Logo</p>	<p>sequential trial and error co-ordinates algorithm commands predetermined platform input</p>
<p><b>RE</b></p>	<p><b><u>Beliefs and their Impact</u></b></p> <ul style="list-style-type: none"> <li>• To explore (and recap) the main features of Hindu belief and worship and consider why the worship of Brahman matters to Hindus</li> <li>• To investigate how Hindus respond to the teaching of ahimsa in their daily lives</li> <li>• To explore (and recap) the main features of Islam belief and worship and consider why the worship of Allah matters to Muslims</li> <li>• To investigate how and why Muslims support charity</li> </ul> <p><b><u>Charity and Art</u></b></p> <ul style="list-style-type: none"> <li>• To investigate how art and architecture help Christians to worship (with an emphasis on Southwell Minster)</li> <li>• To explore how churches and cathedrals reflect Christian ideas about God</li> <li>• To explore Islamic art and how it reflects Muslim ideas about God</li> <li>• To consider my views about God and give reasons for my views- considering how it impacts on my life</li> <li>• To express my views through art</li> </ul>	<p>Hinduism brahman brahma deities Ganesh divine trimurti vishnu Shiva mandir aum atman namaste Murtis puja</p> <p>slam Muslim Imam Allah Mohammad (pbuh) Prayer Mosque 5 Pillars of Islam Zakat</p> <p>Holy atheist agnostic spiritual Omnipresent omniscient omnipotent Eternal spirit</p>

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<b>RSHE/PSHE</b>	<p>JIGSAW</p> <ul style="list-style-type: none"> <li>• Self image and body image</li> <li>• Looking ahead 1</li> <li>• Looking ahead 2</li> </ul>	<p>Self</p> <p>Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation</p>
<b>PE</b>	<p><b>Indoor slot - athletics</b></p> <ul style="list-style-type: none"> <li>• Focus – baton change over (straight relays)</li> <li>• Focus – baton change over (running change)</li> <li>• Focus – speed bounce and vertical jump</li> <li>• Focus – obstacle relays</li> <li>• Focus – cricket ball throw</li> </ul> <p><b>Outdoor slot – rounders</b></p> <ul style="list-style-type: none"> <li>• Focus – throw and catch the ball with some control and accuracy in a game situation</li> <li>• Focus – striking</li> <li>• Focus – striking continued</li> <li>• Focus – fielding</li> <li>• Focus – batting and fielding in a game</li> <li>• Focus – working in a team</li> </ul>	<p>Baton, perpendicular, surface area Rhythm, vertical</p> <p>grip, trajectory, side on, weight distribution, follow through</p> <p>Scoop, stopping barrier, bowler, back-stop</p>
<b>MFL Spanish</b>	<p><b><u>Weather</u></b></p> <ul style="list-style-type: none"> <li>• Recognise similarities and differences between places; understand that the climate in Spain is very varied</li> <li>• Understand that there are stereotypical images associated with countries</li> </ul> <p><b><u>Speaking and listening</u></b></p> <ul style="list-style-type: none"> <li>• Identify the date from an audio recording</li> <li>• Use short sentences to give a description of the weather</li> <li>• Look and listen for visual and aural clues in an audio recording</li> </ul>	<p><i>Revision of days of the week/months of the year/date</i></p> <p>Hoy es lunes 10 de octubre</p> <p><i>Revisit numbers 0-31</i></p> <p>Weather: Hace frío, hace calor, hace buen tiempo, hace mal tiempo, hace sol,</p>

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	<ul style="list-style-type: none"> <li>• <i>Recap pronunciation of letters c and ll in Spanish. Pronounce ll accurately in new words lloviendo and llueve and liken to llamo</i></li> <li>• Recap that <i>h</i> as in <i>hoy</i> (not pronounced)</li> <li>• Use knowledge of pronunciation to make up a short rap using phrases for weather conditions</li> <li>• Use simple sentences to present a mini weather report in Spanish</li> <li>• State where you live</li> <li>• Recognise dates on an audio recording at near normal speed</li> <li>• Deliver a short weather report using a model to substitute date, city, weather condition, temperature</li> </ul> <p><b><u>Reading and writing</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to Spanish literature</li> <li>• Write two or more sentences describing the weather in each season in Spanish</li> <li>• Scan a more detailed text with unknown language for details</li> <li>• Re-order sentences to form a coherent paragraph</li> <li>• Recognise familiar vocabulary within a poem</li> <li>• Recognise verbs within an extract of Spanish text</li> <li>• Write sentences to describe the climate in England in different seasons</li> <li>• Read an extended weather report using skimming and scanning techniques to answer comprehension questions</li> <li>• Re-arrange sentences to form a coherent paragraph</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Extend basic sentences with the use of adverbs using correct punctuation</li> <li>• Understand and use prepositions</li> </ul>	<p>hace viento, hay niebla, está lloviendo, está nevando</p> <p style="text-align: center;">Seasons :</p> <p style="text-align: center;">En otoño, en invierno, en primavera, en verano</p> <p style="text-align: center;">Extension</p> <p style="text-align: center;">Normalmente, en general</p> <p><i>Adverbs: revisit normalmente, en general</i></p> <p>Saying where you live (prepositions):</p> <p style="text-align: center;">Vivo en + town en el norte en el sur en el oeste en el este ...de Inglaterra</p> <p><i>Re-visit points of the compass</i></p>
<b>Music</b>	<b><u>Samba and Carnival</u></b>	Samba

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- To recognise and identify the main features of samba music.
- To understand and play syncopated rhythms.
- To play syncopated rhythms as part of a group.
- To compose a basic rhythmic break.
- To perform rhythmic breaks within a samba piece.

Symcopated  
Rhythm/rhythmic  
Carnival  
Crescendo  
Percussion  
pulse

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