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| **Science****Living Things and their habitats*** Understand the life processes of a plant
* Understand the life cycles of mammals
* Compare the life cycles of insects and amphibians
* Understand the life cycle of birds and reptiles
* know about the life and work of Jane Goodall and DAvid Attenborough
* Research and present the life cycle of a creature.

**Animals, including Humans** * Identify the key stages of a mammal’s life cycle
* explore the gestation periods of mammals
* Learn abut foetal development
* Investigate the hand span of differently aged children
* Learn about the changes experienced in puberty
* Describe the changes humans may experience during old age
 | **Music****Looping and remixing** * Perform a looped body percussion rhythm; keeping in time with their group.
* Use loops to create a whole piece of music, ensuring that the different aspects of music work together.
* Play the first section of ‘Somewhere Over the Rainbow’ with accuracy.
* Choose a suitable fragment of music and be able to play it along to the backbeat.
* Perform a piece with some structure and two different loops.

**Musical theatre*** Explain what musical theatre is and be able to recall at least three features of this kind of music.
* Categorise songs as action songs or character songs.
* Select appropriate existing music for their scene to tell the story of journey.
* Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.
 | **Spanish****A trip across Spain*** Describe the location of some Spanish cities.
* Use a range of strategies to widen vocabulary for describing places.
* Construct sentences describing future plans.
* Discuss future travel plans.
* Create a role-play conversation about future travel plans.
* Perform a role-play conversation about future travel plans.

**Saving South America*** Interpret locational language in a description of South America.
* Construct comparative sentences about South America’s environment.
* Discuss ways to help protect South America’s environment.
* Write a set of instructions for creating a healthy world.
* Script an advert campaigning for action on South America’s environmental problems.
* Present adverts campaigning for action on South America’s environmental problems.
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| **History****Civil Rights:**· significance of abolitionist, Olaudah Equiano· main turning points in the Civil Rights Movement between 1950 and 1960· significant events in Martin Luther King’s life and career· events and impact of the Bristol Bus Boycott· analyse the Race Relations Act· South African Apartheid + Nelson Mandela | ***Brackenwood Junior School***https://www.brackenwood-junior.wirral.sch.uk/core/passwords/read_logo/d9848eabf5b055850d2fde236a1e518c***Y5*** ***Summer Overview*** | **PE****OAA*** Developing a plan before I undertake a challenge
* How to keep a partner safe
* Use a simple map to navigate myself around
* What do ordnance survey symbols mean?

**Cricket*** Position of anticipation when fielding
* How to bowl from a crease
* One-handed pick-up technique
* Why walk in with the bowler when fielding?

**Dodgeball*** Aim low to get an opponent out
* Keep moving
* Working as part of a team
* Who to target on the other team
* Rules of the game

**Football*** How to get free from a defender
* When defending how to make it difficult for the attacker
* How to work together effectively as a team
* How to create goal-scoring opportunities
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| **Geography****Climate change and pollution*** To identify causes of pollution
* To identify our carbon footprint
* To explore pollution levels around the world
* To explore pollution levels in our locality
* To explain what global warming is
* To identify the effect of global warming on Earth
* To identify basic ways that we can improve the climate at home
* To identify how we can improve pollution levels through transport
* To identify how renewable energy sources improve the environment
* To identify different types of renewable energy
 | **DT****Structures: Bridges*** To explore how to reinforce a beam (structure) to improve its strength.

* To build a spaghetti truss bridge.
* To build a wooden truss bridge.
* To complete, reinforce and evaluate my truss bridge.
 | **RE****Humanism**● What is a worldview?● What do Humanists believe?● What is important to Humanists?● What do they use to understand the world?● How do they lead a good life and make the most of their lives?● How do they decide how to behave?● How can we make the world a better place? |
| **Computing****Vector Drawing*** I can recognise that vector drawings are made using shapes
* I can use the zoom tool to help me add detail to my drawings
* I can create a vector drawing for a specific purpose

**Selection in Quizzes:*** I can recall how conditions are used in selection
* I can use a design format to outline my project
* I can identify the outcome of user input in an algorithm
 | **Art****Drawing:*** Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination.
* Use a sketchbook to develop ideas.
* Explore the potential properties of visual elements, line, tone, pattern, texture, colour and shape.

**Printing:*** Select broadly the kinds of materials to print with in order to get the effects they want.
* Organise their work in terms of pattern, repetition, symmetry or random printing styles.
* Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.
* Alter and modify work
* Work relatively independently.
 | **PSHE****Economic Well Being*** Prioritise needs over wants.
* Manage a weekly budget.
* Understand the responsibilities and consequences of borrowing and loaning.
* Recognise the risks and considerations associated with spending money online.
* Explain why workplace stereotyping needs to be challenged.
* Describe how interests and skills align with future careers.

**Transition** * I understand the skills needed to take on roles in school.
* I can explain the skills I have and those I need to develop.
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