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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. |
| **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 |
| **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. |