| **Science**  **Materials**   * Grouping and classifying materials * Solutions * Mixtures * Uses of materials * Reversible and irreversible changes | **Music**  **Composition- notation (Egyptian themed)**   * Sing in time and in tune * Remember lyrics to a song * Identify the structure of a piece of music * Improvise their own piece of music * Play a melody with reasonable accuracy * Perform with confidence and in time with others. * Use hieroglyphic notation to show the structure of their piece.   **Blues**   * Name 3 key features of blues music. * Sing in tune, using vocal expression to convey meaning. * Explain what a chord is and play the chord of C sixteen times. * Play 12-bar blues correctly. * Play the notes of the blues scale in the correct order, ascending and descending. * Play a selection of blues scale notes out of order in their own improvisation. | **Spanish**  **Describing family and friends in Spanish**   * To ask and answer questions about family members. * To describe the relationship between family members. * To identify the third person singular form of some common verbs. * To describe what someone likes to do. * To write a short description text about a person. * To identify key information in descriptive sentences.   **Spanish Portraits**   * To determine the meaning of new vocabulary. * To describe a person’s eyes and hair. * To expand vocabulary of facial features. * To describe plural nouns. * To describe portraits orally. * To describe a portrait in detail. |
| --- | --- | --- |
| **History**  **Tudors**  -understand the origins of the Tudor dynasty  -to know how Henry VIII changed the church and what it was like before he did  -the impact on the monasteries, including the monks living in Birkenhead  -to understand the impact of the religious upheaval on the people of Britain and Henry VIII’s own children | *Brackenwood Junior School*  https://www.brackenwood-junior.wirral.sch.uk/core/passwords/read_logo/d9848eabf5b055850d2fde236a1e518c  *Y5*  *Autumn Overview* | **PE**   * Tag Rugby * To pass well to my left and right * How to grip a ball and the importance of carrying it in 2 hand * Dance- Through the ages * Creatively change static actions into travelling movements * Communicate effectively within a group * Gymnastics – Partner work under and over * Perform with good technique and seamless transitions * How to vary the speed of my movements, to   demonstrate contrast   * Health Related Fitness * Why core strength is important in most sports * Why it is important to warm up prior to exercise |
| **Geography**   * To locate South America and its surrounding oceans * To identify countries in South America and their capital cities * To investigate the similarities and differences in rainfall and temperature in Brazil and the UK * To identify the physical features of South America * To investigate the areas of Brazil and compare the lives of children there and here. | **DT**  **Cooking & Nutrition: Developing a Recipe**   * To make adaptations to design a recipe. * To evaluate nutritional content. * To practise food preparation skills. * To follow and make an adapted recipe.   **Electrical Systems: Doodlers**   * To understand how motors are used in electrical products. * To investigate an existing product to determine the factors that affect the product’s form and features. * To apply the findings from research to develop a unique product. | **RE**  **Judaism**  **-**The Jewish sacred texts are the Torah – the Written Torah and the Oral Torah.  -Jews are required to follow the Ten Commandments and the other laws in the Torah.  -The weekly celebration of Shabbat (Sabbath) is sometimes seen as the most important. It requires that no work is undertaken from sunset on Friday until sunset on Saturday.  -That the principal Jewish place of worship is the home, but the central place for community worship is the synagogue.  -Know that faith and commitment are intertwined through practice and tradition and almost every aspect of Jewish life is influenced by religion: eating; clothes; prayer.  **The true meaning of Christmas**  -Know why Christians celebrate Christmas  -know the importance of love at Christmas time  -understand the meaning of ‘incarnation’.  -To know why people give gifts at Christmas time.  -To know the meaning of commercialisation and its impact on Christmas |
| **Computing**  **Computing systems and networks**   * Develop understanding of computer systems and how information is transferred between systems and devices.   **Creating media**   * Learn how to create short videos and develop the skills of capturing, editing, and manipulating video. * Keeping private and personal information to ourselves. | **Art**  **Artist: LS Lowry**  **Drawing (perspective)**   * Use a sketchbook to develop ideas. * Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. * Explore the potential properties of visual elements, line, tone, pattern, texture, colour and shape. | **PSHE**  **Family and Relationships**   * Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully’s behaviour; learning to appreciate our attributes.   **Health and Wellbeing**   * Perform some yoga poses, following the instructions from a video, and describe how yoga makes them feel. * Describe how they can get a good night’s sleep and explain why this is important. * Describe why they should embrace failure. * Describe a strategy to help manage feelings of failure and to help them to persevere. * Set themselves goals and consider how they will achieve them. * Describe a range of feelings and suggest two ways of dealing with a difficult situation. * Demonstrate an understanding of what calories are and how to use them to help plan healthy meals. * Recognise the food groups and acknowledge that having a variety of food is important for having a balanced and healthy diet. * Understand how to keep safe in the sun and some of the risks, now and in the future, if they don’t. |