| **Science**  **Forces**   * To learn about gravity * To identify the effects of air resistance, water resistance and friction * To recognise mechanisms such as pulleys, levers and gears   **Earth & Space**     * To describe the movement of the Earth in relation to the Sun * To describe the movement of the moon in relation to the Earth * To recognise the Earth, Sun and moon as approximately spherical bodies * To explain night and day as the movement of the Sun across the sky | **Music**  **South and West Africa**   * Sing using the correct pronunciation and with increasing confidence. * Play a chord with two notes, remaining in time. * Maintain their part in a performance with accuracy. * Play the more complicated rhythms in time and with rests. * Play more complicated rhythms in time with rests. * Create an eight-beat break and play this in the correct place.   **Compositions for the festival of colour**   * Suggest a colour to match to a piece of music. * Create a graphic score and describe how this matches the general structure of a piece of music. * Create a vocal composition in response to a picture and justify their choices using musical terms. * Create a vocal composition in response to a colour. * Record their compositions in written form. * Work as a group to perform a piece of music. | **Spanish**  **DAILY LIFE**  **Sports in Spanish**   * To apply knowledge of verbs when asking and answering questions about sport. verbs for questions about sport. * To recognise and use imperative verbs to give game instructions. * To translate written instructions for the Maya ball game. * To use instructions and motivational language when playing the Maya ball game. * To identify and classify keywords from instructions for games. * To create written instructions for an original ball game.   **Spanish Food and Drink**   * To express likes and dislikes about food. * To ask and answer questions about food preferences. * To listen to spoken language and identify food preferences. * To deduce a person’s pizza choice by finding out their food preferences. * To conduct an interview about food preferences. * To develop questioning skills to find out about food preferences. |
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| **History**  **Benin**  **-To locate Benin and understand the historical chronology**  **-To understand about religious beliefs and how they can differ from our understanding today**  **-To understand trade links, the trade triangle and the impact on the people involved**  **-Understand why the civilisation came to an end**  **-To look at changes within the laws and the eventual abolishment of slavery** | ***Brackenwood Junior School***  https://www.brackenwood-junior.wirral.sch.uk/core/passwords/read_logo/d9848eabf5b055850d2fde236a1e518c  ***Y5***  ***Spring Overview*** | **PE**  **Athletics**   * Run and throw with greater control, accuracy and efficiency * Throw with accuracy and power using the pull technique   **Basketball**   * How to manipulate and manoeuvre a basketball within the rules * Use a variety of ways to pass   **Netball**   * Send a netball in a variety of ways * How to disguise my passes   **Tennis**   * Work with a teammate to apply a plan * Develop a variety of playing strategies |
| **Geography**   * I understand what a biome is and can identify different biomes on a world map * I understand longitude and latitude and how location impacts biomes * I understand the layers of a rainforest * I understand how the climate of the Amazon Rainforest impacts its biodiversity * I understand the water cycle and how water moves around the world * I can compare two temperatures either side of the Equator (line graph) | **DT**  **Digital World: Monitoring Devices**   * To carry out research to develop design criteria. * To write a program to monitor the ambient temperature, including an alert. * To generate creative and unique Micro:bit case, stand or housing ideas. * To learn about and practise 3D CAD skills.   **Mechanical Systems: Pop-up Book**   * To design a pop-up book. * To follow a design brief to make a pop-up book. * To use layers and spacers to cover the working of mechanisms. * To create a high-quality product suitable for a target user. | **RE**  **Faith in Action**   * Understanding that faith can mean needing to do the right thing, even if that means facing consequences * Listening to the lyrics and faith that Stormzy puts in his music * Understanding why Corrie Ten Boom would hide Jewish people during WW2 * How changing his name and religion impacted Muhammed Ali -looking at organisation that combine faith and charity   C**hristianity – Journey to the cross**   * Understand the significance of the Last Supper * knowing about a fair trial and questioning if Jesus was given a fair trial * Look at the actions of Judas and the significance of his betrayal |
| **Computing**  **Coding - Code Studio**  [**Data and information – Flat-file databases**](https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases)   * I can explain how information can be recorded * I can explain what a field and a record is in a database * I can group information using a database * I can outline how ‘AND’ and ‘OR’ can be used to refine data selection * I can explain the benefits of using a computer to create charts * I can present my findings to a group | **Art**  **Artist: Monet**  **Painting:**  • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.  **Drawing:**   * Use a sketchbook to develop ideas. * Explore properties of visual elements, line, tone, pattern, texture, colour and shape. | **PSHE**  **Safety and the Changing Body**   * Developing an understanding of how to ensure relationships online are safe. * Learning to make ‘for’ and ‘against’ arguments to help with decision making. * Learning about the emotional changes during puberty. * Identifying reliable sources of help with puberty. * Learning about how to help someone who is bleeding.   **Citizenship**   * Developing an understanding about the reliability of online information. * Exploring online relationships including dealing with problems. * Discussing the reasons why adults may or may not drink alcohol. * Discussing problems which might be encountered during puberty and using knowledge to help. * Learning how to help someone who is choking. * Placing an unresponsive patient into the recovery position. |