| **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 about 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*** To describe the location of some Spanish cities.
* To use a range of strategies to widen vocabulary for describing places.
* To construct sentences describing future plans.
* To discuss future travel plans.
* To create a role-play conversation about future travel plans.
* To perform a role-play conversation about future travel plans.

**Saving South America*** To interpret locational language in a description of South America.
* To construct comparative sentences about South America’s environment.
* To discuss ways to help protect South America’s environment.
* To write a set of instructions for creating a healthy world.
* To script an advert campaigning for action on South America’s environmental problems.
* To present adverts campaigning for action on South America’s environmental problems.
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| **History****Local area study – Cammell Lairds and Birkenhead:**-looking at how land was used and when and why Cammell Lairds factory was built-look at the impact on the people of Birkenhead and the changes the wealth of shipbuilding brought to our local area-investigate any lasting impact the factory still has today | ***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.
 | **Humanism**● Understanding what is a worldview is● Learn what Humanists believe● To know what is important to Humanists● To know how they lead a good life and make the most of their lives● Understand how they decide how to behave● Ask 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
* **Coding- Code Studio**
 | **Art****Artist: William Morris****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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