



## Brackenwood Junior School Year 5 Summer 2

<b>Art and Design</b>	<p><b>Paper sculptures</b> I can create different shape, textures and sculptures using paper. I can create a paper sculpture.</p>
<b>Computing</b>	<p><b>Coding</b> I can describe when a loop, nested loop, or no loop is needed. I can recognise the difference between using a loop and a nested loop. I can break apart code into the largest repeatable sequences using both loops and nested loops. I can locate repeating phrases inside song lyrics. I can identify sections of a song to pull into a function. I can describe how functions can make programs easier to write. I can recognise when a function could help to simplify a program. I can use pre-determined functions to complete commonly repeated tasks. I can categorize and generalize code into useful functions. I can recognise when a function could help to simplify a program. I can explain why accessibility is an important part of designing an app for users. I can improve upon an existing app design by addressing the accessibility needs of users.</p>
<b>History</b>	<p><b>The Elizabethans - Tudor era</b> I understand about the significance of Sir Francis Drake. I understand what life was like for poor people in Elizabethan times. I understand what roles women had in Elizabethan times. I understand the how different people were treated in Elizabethan times. I can address historically valid questions about similarity and difference. I understand and appreciate the significance of turning points associated with the reign of Elizabeth</p>
<b>PE</b>	<p><b>Teacher – Athletics</b> I can perform the correct technique for the long jump event. I can develop the ability to hurdle effectively. I can develop the ability to triple jump effectively. I can develop the ability to throw the Javelin effectively. I can develop the ability to run the 600m effectively. I can develop the ability to 'putt' the Shot effectively.</p> <p><b>Coach – Striking and Fielding</b> 1. I can perform/complete fundamental sports skills with control. 2. I can compete respectfully and fairly following rules. 3. I can work independently for extended periods of time without the need for guidance. 4. I can effectively communicate and collaborate with others.</p>
<b>PSHE</b>	<p><b>Changing me</b> I am aware of my own self-image and how my body image fits into that. I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. I can describe how boys' and girls' bodies change during puberty. I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby. I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). I can identify what I am looking forward to when I move to my next class.</p>
<b>RE</b>	<p><b>RE - Christianity – Beliefs and practices</b> I understand how Christians show their commitment to God. I understand the importance of the ten commandments to Christians. I understand the influences of famous Christians. I understand what the importance of holy communion is for Christians. I understand how Christians show their commitment to God. I can show my understanding of Christianity through poetry.</p>
<b>Design and technology</b>	<p><b>Moving Vehicles- Mars Rover</b> I can build a motorised model of the Mars rover.</p>
<b>Science</b>	<p><b>Forces</b> I can measure, using appropriate units, friction between moving surfaces as part of an investigation into how the surface area and materials affect friction. I can explain how objects fall through the air. I can use arrows to represent forces that make objects move in different directions. I can use test results about air resistance as a starting point for further investigative work. I can measure the effects of water resistance. I can identify and explain the effect of upthrust on objects in water. I can explain why a larger mass stretches a rubber band or spring more than a smaller mass.</p>

<b>A Sense of Enterprise</b>	<b>Homework Project</b>	<b>Ideas for Display</b>
DT models can be raced when completed.	Research types of transport. Including transport through history – link to DT	Tudor Portraits
<b>Learning outside the classroom</b>	<b>RRSA</b>	<b>Local cultural links including trips and visits</b>
Active lessons on the field.	Takeover day	